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School Board Journal

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THE AMERICAN School Board Journal

A Periodical of School Administration

Published on the first day of the month by

THE BRUCE PUBLISHING COMPANY

540 No. Milwaukee Street, Milwaukee 1, Wis.

CENTRAL OFFICE: 105 SOUTH LA SALLE STREET, CHICAGO 3, ILL.

EASTERN OFFICE: 330 WEST 42ND STREET, NEW YORK 18, N. Y.

VOL. 115, NO. 5

NOVEMBER, 1947

TABLE OF CONTENTS

Cartoon: Need For Long Pants, <i>Marasco</i>	15
The School Custodian, <i>Paul W. Seagers</i>	16
Salary Schedules in the Twelve Largest Cities, <i>Hazel Davis</i>	17
My Score Is on the Board, <i>By a Midwest Board Member</i>	19
Discrimination in Education, <i>Kermit Eby</i>	21
A School Community Recreation Center.....	23
School Board Regulations for Smaller Schools, <i>Robert J. Maaske</i>	24
The Los Angeles In-Service Training Program for Teachers, <i>Vierling Kersey</i>	26
How to Improve Your Public Relations, <i>Maurice G. Postley</i>	27
Lighting Improved in California School.....	28
What Kind of a Principal Do You Want?, <i>Richard C. Spitzer</i>	29
When the Superintendent Crosses State Lines, <i>J. M. Clifford</i>	30
Destroying the Time Lag in Educational Progress, <i>Herbert B. Mulford</i>	31
Fire! Fire!, <i>Gregory Cooper</i>	32
Fire Prevention in Education.....	32
A Schoolhouse Laboratory for Living.....	33
New London Begins Co-operative Study of Critical School Problems	34
A Primary School Building for Allentown, <i>J. Chester Swanson and Fred W. Hosler</i>	35
Winter Floor Problems, <i>Dave E. Smalley</i>	38
Trends and Comparisons in Cubic Foot Costs in Prewar and Post- war School Buildings in New York City, <i>N. L. Engelhardt</i>	40
A Training Program for Cafeteria Personnel, <i>Ruth V. Melges</i>	41
Tacoma School Community Surfaces Playfield.....	42
School Executives Record Progress.....	43
National Council Reaffirms Its School Building Standards.....	44
The Community Teaches This Course, <i>T. A. Shaheen</i>	45
Word From Washington, <i>Elaine Exton</i>	48
The Teacher Shortage, <i>Frank Henry Selden</i>	52
EDITORIALS:	
Complacency in Administration.....	46
The P.T.A. and Education.....	46
An Aspect of School Building Needs.....	46
The New Superintendent.....	47
School Administration News.....	54
Teachers' Salaries.....	55
School Finance and Taxation.....	58
Personal News.....	60
School Building News.....	64
School Law.....	66
School Business Executives.....	68
New Supplies and Equipment.....	78



Leadership in the Instructional Program

A school system is essentially a personal service organization and the administrator skilled in human relations is the determining factor in the success of the instructional program.

Good handling of human relations in supervision and instruction keynotes the professional leadership of the superintendent of schools. Money alone will not solve the problems of personnel. The solution is largely in the excellence of the superintendent's contact with supervisors, principals, and teachers in his official relationships.

It begins with the nomination and appointment of assistant superintendents, supervisors, principals, and teachers and is continued in the administrator's attitude and interest in their progress. It involves the technique of committee work and conferences in the preparation of courses of study, the selection of textbooks, and the equipment and supplies for the instructional program: the directives for the supervision of elementary and high schools, of all special schools, and of all extracurriculum activities.

It is to the superintendent of schools that the board of education and the public look for the efficient administration of the schools, especially in the instructional program. One of the early accomplishments of the AMERICAN SCHOOL BOARD JOURNAL was in establishing the position of the superintendent as the chief executive of the school system. The AMERICAN SCHOOL BOARD JOURNAL continues to offer professional editorial material as a source of information and guidance in the administration of the instructional program.

JOHN J. KRILL

* * *

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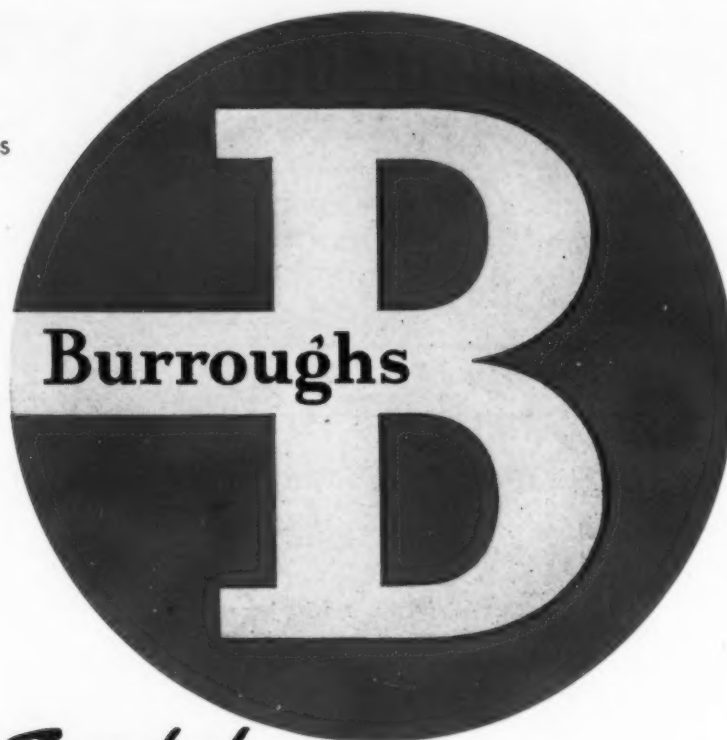
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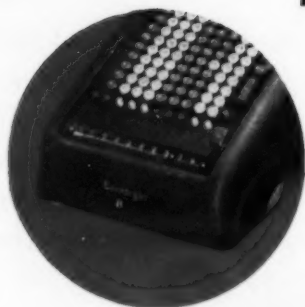
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The contents of this issue are listed in the "Education Index."

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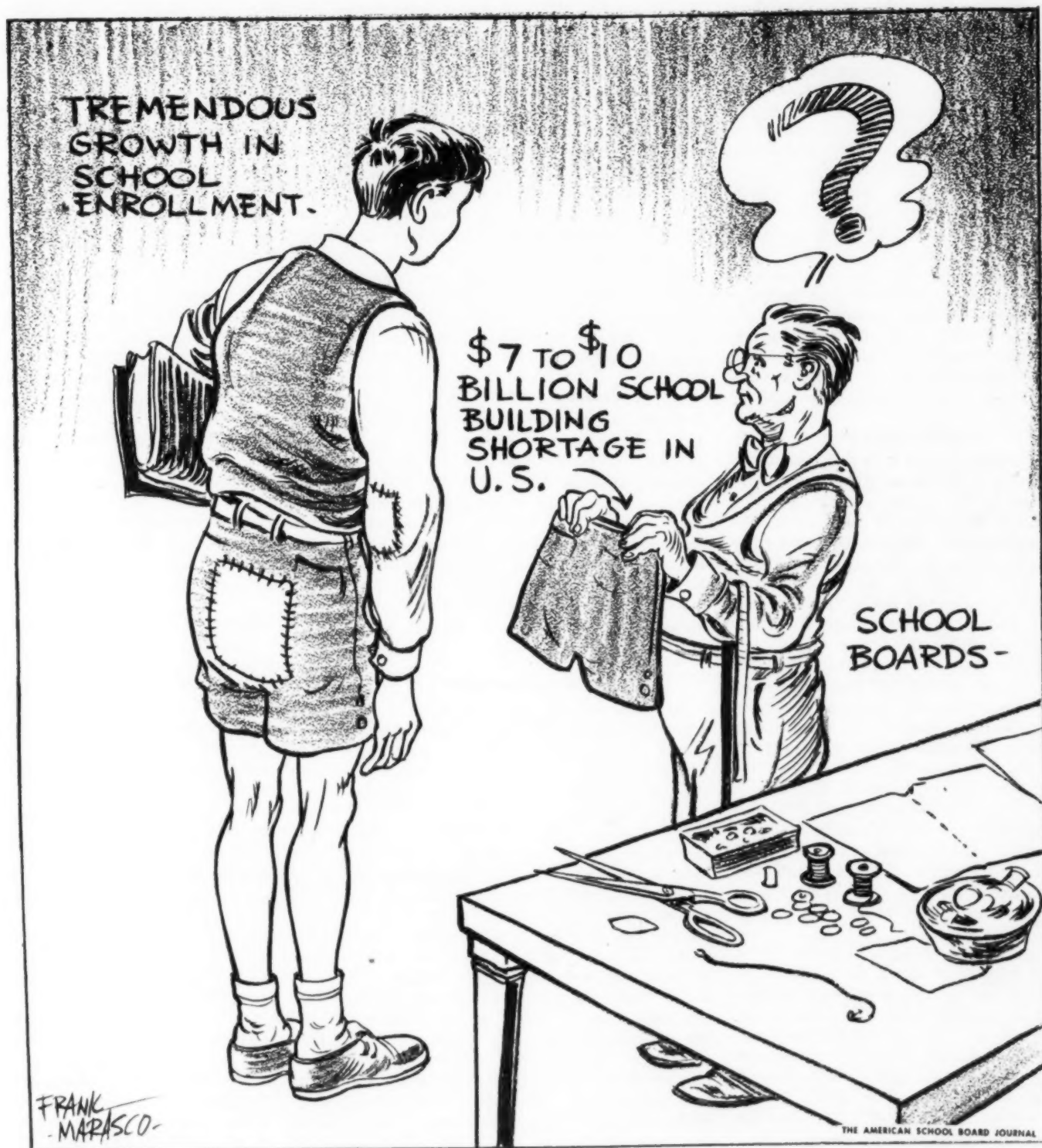


THE AMERICAN School Board Journal

Volume 115, No. 5

NOVEMBER, 1947

Subscription, \$3.00 the Year



NEED FOR LONG PANTS

An Important Man —**The School Custodian***Paul W. Seagers¹*

Visits to schools around the country reveal repeatedly that the old-time school janitor is rapidly being replaced by the new type of intelligent and trained custodian. The alert young man in his twenties or thirties, who has a skilled trade—and perhaps an engineer's license, and who is willing to take custodial courses, is now anxious to take the place of the kindly old gentleman who knew how to stoke the furnace and sweep the floors. The school plants today and those planned for tomorrow are much larger and have much more mechanical and electrical equipment than those of the past; they also have different type floors, ceilings, furniture, and appointments; thus they require more skill and knowledge in operation and maintenance than the old-time schools. Higher salaries, tenure, civil service, and pension systems have a tendency to draw more skilled men to these positions. However, the demands of these positions are very great.

Public Relations

Whether he realizes it or not, the school custodian is a public relations man, both inside and outside of the schoolhouse. Now that school buildings are used more and more as community centers where the public is brought in for education, entertainment, and recreation, the custodian is constantly serving this public. His manner, attitude, and service are criteria by which many people judge the school and its administration. Instead of resenting the public use of the school building because it causes more work, the thoroughly competent custodian is glad of this use because it provides opportunities for wider usefulness of the school and thus further justifies his position and importance. The kindly welcome, the pleasant smile, and the helping hand from the cheerful custodian may go a long way toward extending the friendly relations of taxpayers and the school authorities, and help in obtaining more generous support of the yearly budget.

The custodian is important in his public relations outside of school. If he is always "knocking" the system, or his superior officers, he is of little value regardless of his skills. If he is a booster, understands the purposes and service of the school and can interpret them to the public, he is almost priceless. If he cannot be loyal to the school system and the administration, he does not belong there and should resign immediately.

¹Professor of Education and School Building Consultant, School of Education, Indiana University, Bloomington, Ind.

Teaching Job of Custodian

The custodian is a teacher of both teachers and pupils. He can give helpful information to every new teacher on the use of the many parts of the school plant. By precept and example he can instruct the pupils on the proper use and care of the building and equipment. He should be invited into faculty meetings frequently, especially when the care and use of the school plant are discussed. His experience and contributions can be invaluable in student council meetings, in science classes, in social studies and citizenship classes. This type of participation will lighten his work in the long run and create a greater sense of responsibility on the part of the pupils and teachers, as well as a greater respect for the man who heretofore was just the janitor.

Protection of Property

Under the principal, the custodian is in fact the protector of the property in his custody. It is his duty to see that the school plant and equipment are properly used, cared for, and respected. He should be on the alert for any misuse, and when discovered, do something about it; at least report it to the proper person. Vandalism is not only expensive but is insidious in breeding greater vandalism if allowed to go unrestrained. Prompt and definite action is necessary.

Building Operation

Needless to say, the custodian is the immediate factor in the operation of the school plant; without him we could not run any school of today. Whether it be stoking the boiler, removing ashes, mopping, sweeping or waxing floors, or dusting the furniture, each task requires certain knowledge, skill, and efficiency. He can save or waste considerable fuel because of the manner and frequency in which he stokes a hand-fired boiler, or the way he adjusts the fuel-feed and air-intake on a stoker. He may make further savings by knowing how to make a stack analysis and to adjust his stack damper. Of course this presumes that in many school buildings the custodian is also the fireman. In the cleaning of floors and walls he should know that alkali soaps or powders are harsh on the finishes and will reduce the luster, while neutral oil soaps will help to preserve the luster. He should know that little, if any, water should be used on wood block set in mastic floors. He can ruin asphalt-tile and rubber-tile floors by using a spirit

wax. He can increase the hazards of glare in a room by polishing the desks to a high gloss. These and many hundred other things he must know to operate a school economically and efficiently.

Maintenance of the Building

Proper maintenance is very important in getting good use from and prolonging the life of a school plant. A schedule should be made for inspecting roofs, drains, masonry, and flag poles, for painting the interior and exterior of the building, for repairing sidewalks and play surfaces; for replacing traps, and for doing many other things. The custodian should know that considerable damage can be done to the over-all illumination of a room by the use of a high-gloss varnish on the furniture or wood trim, or by darkening the floor or furniture or trim such that any two adjacent surfaces have more than a 1 to 3 brightness ratio. Does he know that the reflective factor of the matte paint on the ceiling should be at least 80, the side wall at least 63, and the dado at least 35? Does he know that the ultra-violet or germicidal lamps should not be installed in rooms painted with casein paints? Thus, we see that the job of maintenance alone requires much knowledge and many skills. In schools having several custodians it is desirable to have men trained in different trades so that one may do the painting, another carpenter work, another plumbing and steam fitting, and still another electrical and maintenance work; thus, each can effectively use his skills in one or two trades rather than try to be slightly skilled in many lines of work.

Planning New School Plants

In planning new school buildings through the new co-operative methods, the custodian is important. His experience can be used in making the building more easily and economically operated and maintained. There may be many local conditions that the architect has not seen nor anticipated, or there may be some types of equipment which give poor service in a particular situation and which should not be used. The custodian can be helpful in passing on the information and experience he has gained. Certainly, knowledge of the progress of a proposed plant, both on the drawing table and on the site, will make the custodian more interested in the project, particularly if later he should be assigned to the new building.

Thus, we see that the custodians are not mere sweepers, coal heavers, and ash haulers. They play an increasingly important part in any modern educational system. They must train themselves to do a much more efficient and intelligent job than in the past. Their work includes public relations, teaching, protecting property, operating and maintaining school plants, and help in planning.

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Salary Schedules in the Twelve Largest Cities

Hazel Davis¹

More than one sixth of the nation's public school teachers are employed in 12 great cities. Six in the East, four in the central plains, two on the Pacific coast — the 12 largest cities are centers of wealth and power. In education, as in other fields, they have done pioneering work. Salary schedules for teachers, for example, were in effect in most of these cities before the beginning of the present century. Salaries according to a definite schedule and salaries that on the average are much higher than in other areas have long been typical of this group of school systems.

Major revisions of salary schedules have occurred in most of the 12 cities during the war years. This article reports on the schedules for classroom teachers in effect at the opening of the 1947-48 school term and calls attention to the nature of the recent changes. The cities include all that had populations of more than 600,000 in the 1940 census.

Type of Schedule

The basic salary classes in the 12 sched-

¹Assistant Director of Research, National Education Association, Washington, D. C.

ules and the range of minimum and maximum salaries are shown in Table 1. In 10 of the 12 cities the present policy is to pay elementary and high school teachers equal salaries for equal qualifications — that is, on a single schedule of salaries. In the last prewar school year, 1940-41, not one of these cities was using a single salary schedule. Detroit adopted a single schedule in 1943, and Philadelphia, Cleveland, Baltimore, St. Louis, and Pittsburgh in 1946. New York, Los Angeles, Washington, and San Francisco are putting this type of schedule into effect in 1947-48. San Francisco has a modified single schedule, as an elementary-secondary distinction is continued for a few nondegree teachers.

In actual salaries paid, some of the differences between elementary and secondary salaries will continue for a time, as the new schedules gradually go into effect. In Los Angeles, for example, the highest salary actually paid on the new schedule in 1947-48 is \$4,370 and in San Francisco the current top salary is \$4,840. In most of the cities high school teachers will soon reach the new maximums, but elementary teachers, whose former salaries were much

lower, will continue to receive annual increments until the equalization is completed.

Of the ten single-salary schedules, five recognize one or more salary classes for teachers with less than a bachelor's degree. It is unlikely that candidates with less than four years of preparation would receive appointment as new teachers in any of these cities, except on an emergency basis. Salary classes at these lower levels of preparation provide for teachers already in service who have not kept up with present professional requirements a lower maximum salary, as compared to the teachers who have qualified themselves for advancement.

In schedules like Detroit's and Washington's, where there is only one salary class for teachers without master's degrees, the older teachers with substandard qualifications are covered into the salary class for teachers who meet present-day minimum requirements. The San Francisco schedule varies this plan a little by classifying non-degree teachers in the bachelor's degree class only in case they were employed before 1933.

TABLE 1. Outline of Salary Schedule Classes for Regular Classroom Teachers in the 12 Largest Cities, September, 1947

Salary classes	New York	Chicago	Philadelphia	Detroit	Los Angeles	Cleveland ^a	Baltimore	St. Louis	Boston		Pittsburgh	Washington	San Francisco
									Women	Men			
Lowest salary class (if below B.A.)													
Minimum			\$2,000			\$2,100	\$2,200	\$2,400			\$2,200		
Maximum			3,650			3,000	4,000	3,800			3,600		
Four years (bachelor's degree)													
Minimum	\$2,500		2,000	\$2,775	\$2,690	2,100	2,600	2,400			2,200	\$2,500	\$2,700
Maximum	5,125		3,900	4,375	4,370	3,750	4,600	4,200			4,000	4,000	4,800
Five years (master's degree)													
Minimum	2,700		2,000	2,900	2,970	2,100	2,800	2,400			2,400	3,000	3,000
Maximum	5,325		4,000	4,500	4,650	4,050	4,800	4,500			4,000	4,500	5,275
Six years													
Minimum					3,250		3,000						3,300
Maximum					4,930		5,000						5,700
Highest salary class (if above six years)													
Minimum					3,390								
Maximum					5,070								
Elementary schools													
Minimum		\$2,200							\$2,040				
Maximum		3,200							3,100				
Junior high schools													
Minimum									2,040	2,184			
Maximum									3,100	3,624			
Senior high schools													
Minimum		2,600							2,424	2,616			
Maximum		4,200							3,672	4,344			

^aCleveland figures include \$300 bonus.

^bIn San Francisco, nondegree teachers who were employed in the city schools on or before January 1, 1933, are to be placed in the salary class for teachers with bachelor's

degrees. Nondegree teachers employed after January 1, 1933, may advance not more than \$400 above their 1946-47 maximums of \$3,576 in elementary schools, \$3,996 in junior high schools, and \$4,440 in senior high schools.

TABLE 2. Annual Salaries and Cumulative Earnings for Teachers in Master's Degree Salary Class, September, 1947, Salary Schedules, 12 Largest Cities

Item	New York	Chicago ^a	Philadelphia	Detroit	Los Angeles	Cleveland	Baltimore	St. Louis	Boston (high sch.)		Pittsburgh	Washington	San Francisco
									Women	Men			
<i>Salary step:</i>													
1	\$2,700	\$2,600	\$2,000	\$2,900	\$2,970	\$2,100	\$2,800	\$2,400	\$2,424	\$2,616	\$2,400	\$3,000	\$3,000
2	2,888	2,800	2,175	3,150	3,110	2,250	3,000	2,600	2,568	2,760	2,600	3,100	3,175
3	3,075	3,000	2,350	3,400	3,250	2,400	3,200	2,800	2,712	2,904	2,800	3,200	3,350
4	3,263	3,200	2,525	3,650	3,390	2,550	3,400	3,000	2,856	3,048	3,000	3,300	3,525
5	3,450	3,400	2,700	3,900	3,530	2,700	3,600	3,200	3,000	3,192	3,200	3,400	3,700
6	3,638	3,600	2,875	4,150	3,670	2,850	3,800	3,400	3,144	3,336	3,400	3,500	3,875
7	3,825	3,800	3,050	4,400	3,810	3,000	4,000	3,600	3,288	3,480	3,600	3,600	4,050
8	4,013	4,000	3,225	4,500	3,950	3,150	4,200	3,800	3,432	3,624	3,800	3,700	4,225
9	4,200	4,200	3,400	....	4,090	3,300	4,400	4,000	3,576	3,768	4,000	3,800	4,400
10	4,375	....	3,525	....	4,230	3,450	4,600	4,200	3,672	3,912	4,200	3,900	4,575
11	4,575	....	3,650	....	4,370	3,600	4,800	4,400	....	4,056	....	4,000	4,750
12	4,575	....	3,775	....	4,510	3,750	....	4,500	....	4,200	....	4,100	4,925
13	4,950	....	3,900	....	4,650	3,900	....	....	....	4,344	....	4,200	5,100
14	4,950	....	4,000	....	....	4,050	....	....	....	4,488	....	4,300	5,275
15	4,950	....	....	....	....	....	....	....	....	....	....	4,400	....
16	5,325	....	....	....	....	....	....	....	....	....	....	4,500	....
<i>Annual increments:</i>	8@ \$187.50 3@ \$375	8@ \$200	8@ \$175 4@ 125 1@ 100	6@ \$250 1@ 100	12@ \$140	13@ \$150	10@ \$200	10@ \$200 1@ 100	8@ \$144 1@ 96	13@ \$144	9@ \$200	15@ \$100	13@ \$175
<i>Cumulative earnings:</i>													
In twenty years	\$ 86,252	\$ 76,800	\$ 67,150	\$ 84,050	\$ 82,080	\$ 67,350	\$ 85,000	\$ 77,900	\$ 67,392	\$ 76,656	\$ 75,000	\$ 78,000	\$ 89,575
In forty years	192,752	160,800	147,150	174,050	175,080	148,350	181,000	167,900	140,832	166,416	159,000	168,000	195,075

^aChicago figures apply to high school general certificates.

NOTE: Horizontal lines in certain columns represent barriers. In New York progress at each barrier is dependent on promotions, on basis of superior service. In Chicago,

Baltimore, and Washington progress at each barrier is dependent on acceptance of evidence of continued professional growth by teacher.

Only three schedules give salary recognition for preparation beyond the master's degree, or five years. Los Angeles provides salary classes for five and one-half, six, and six and one-half years of preparation; Baltimore and San Francisco for six years.

In Chicago and Boston salary adjustments in the past have occurred usually at the close of the calendar year. Present schedules in these cities are of the position type, with substantial differences between elementary and high school teachers. In Boston there is a further differential between men and women teachers. A Massachusetts law permits the holding of popular elections in local school districts on the equalizing of pay of men and women teachers; an election on this issue is being planned in Boston.

Amounts of Salary

Inspection of Table 1 shows that the lowest salaries scheduled range from \$2,000 to \$2,775, with a midpoint at about \$2,300. The highest salaries scheduled range from \$3,672 to \$5,700, with \$4,500 about midway.

Even if these new maximums were fully in effect they would not, on the average, equal prewar maximum salaries in purchasing power. In 1940-41 the maximum salaries for high school teachers in the 12 cities ranged from \$3,000 to \$4,500, with \$3,340 as the midpoint. The Consumers'

Price Index for September, 1947, had not been announced when this article was prepared but other price trends indicated that September prices as a whole were at least 60 per cent above prewar, on the conservative basis of estimate used by the United States Bureau of Labor Statistics. A 1940-41 salary of \$3,240 would have to be increased 60 per cent, to \$5,184, to represent the same purchasing power at September, 1947, prices.

Minimum salaries seem to have increased enough, on the average, to overcome losses in purchasing power. They ranged in 1940-41 from \$1,080 to \$1,680, with \$1,360 as the midpoint.

It is the maximum salary, however, that means most in the choice of teaching as a life career and in retaining able teachers in the schools. For elementary teachers the new single schedules have brought substantial advances in maximum salaries, but for high school teachers this period of transition has brought smaller rates of increase. The top of the schedule, now open to all teachers who qualify is on the average nearly 40 per cent higher than prewar but prices are up 60 per cent. Deterioration in the value of maximum salaries open to teachers in the large cities is a cause of grave concern and will call for continued efforts toward an improved status for teachers.

Much of the increase since 1940-41 occurred during the 12 months preceding

September, 1947. In September, 1946, the average of minimum salaries was \$1,900 and the average of the top maximum salaries was \$3,950. The average increase in the year thus was \$400 in scheduled minimums and \$550 in scheduled maximums.

The Master's Degree Salary Class

In all of the ten single schedules there is a salary class for teachers with master's degrees or five years of preparation. (Schedules in Detroit, Cleveland, Pittsburgh, and Washington make no mention of equivalents for the earned master's degree.) The complete array of salary steps in this class in the ten single-salary schedules, and for high school teachers in Chicago and Boston, are given in Table 2. The figures represent the highest salary class now open to classroom teachers in 9 of the 12 cities.

In Chicago and Detroit the maximum salary is reached in less than ten years whereas in New York and Washington the maximum is reached in the sixteenth year of service. Thirteen years is about the average. Annual increments range in size from \$100 to \$250. The last three increments in the New York schedule are larger than \$250 but they are given three years apart.

Table 2 includes also a hypothetical figure for cumulative earnings. The figures are hypothetical in view of the history of frequent changes in schedule; they do give, however, a general idea as to the total in-

vestment being contemplated when a city employs a young teacher on the assumption that the teacher may devote his life's work to teaching in the local school system. Cumulative earnings over a forty-year period vary from \$140,000 to \$195,000, with \$168,000 as a midpoint.

Four of the 12 schedules include "barriers" that are passed only by the meeting of certain conditions. Baltimore and Chicago have carried over from their former schedules requirements that teachers submit evidence of continued professional study in order to receive placement on certain salary steps. Renewal of a similar provision is mentioned in the San Francisco schedule but the details have not been developed. In Washington the former plan of limited promotions to supermaximum salaries on the basis of examinations and ratings has been replaced by a plan of

five-year evaluations, with no limitations on the proportion who may move forward. The New York schedule is part of the 1947 revision of the state minimum-salary law, which sets a first maximum at the end of six years of service and provides for four possible promotions at three-year intervals, on the basis of quality of service.

Financing

Revenue measures and appropriations by the 1947 legislatures have contributed to the salary increases reported for the 12 cities. In some states, notably New York and Pennsylvania, the legislatures have authorized cities to levy new forms of local taxes as a means of financing higher school costs. As the new salary schedules approach their maximum costs, salary funds must increase and serious problems of school budgeting may arise.

Summary

Ten of the 12 largest cities have changed, since 1940-41, from position schedules to single-salary schedules. The amounts of salary have increased from an average minimum of \$1,360 and an average maximum of \$3,240 in 1940-41 to corresponding figures of \$2,300 and \$4,500 in 1947-48. At the maximum salary the average increase is less than the increase in consumer prices for the seven-year period.

Salaries must rise further or prices must come down if the big cities are to see a restoration of the average prewar value of teachers' top maximum salaries. New plans of school financing, depending on both state and local revenue systems, are being developed in some of the cities in the effort to maintain high standards of school service.

In Answer to "Mother" —

My Score Is on the Board

By a Midwest Board Member

"What is your score?" By a Mother interested me.¹ I happen to be a school board member. No doubt, the author is typical of most sincere mothers who take an intelligent interest in their children's education. I wonder though if *Mother* in asking her question of Mr. Board Member, doesn't overlook some practical and basic factors, and perhaps, is unaware of others.

Education is, or should be, a living part of a community, not just existing there to be made use of, as it were, "to come and get it." If education is a vital segment of any community, then the basis of thinking toward educational objectives and the yardstick of measurement of results, lies not within the educational system but in the community. It must be thus — for better or worse.

Unfortunately, too many trained in education do not have sufficient community contacts in their professional work to give their thinking, educationally, an adequate scope that would bring real benefit to the community. Likewise, the community is not too interested in education from the standpoint of its being vital to their well-being, and hence most are unaware of the value or results of education as to their own and the community's interests. To make matters worse, the average citizen makes little or no effort to find out anything about it.

Thus we have the community which knows little about its school system and its objectives, and instead, we have most citizens thinking of it largely in terms of taxes

or whether Johnny or Susie pass from grade to grade each year. On the other hand, I'm afraid too many of the personnel in a school system do not have a very high regard for the community's opinions of education. As a result, the personnel, instead of being professional in their work, are just people like the rest of us.

Cause of School Tensions

The management of education, a profession, is in the hands of laymen elected by the community for that purpose. The actual job of education is done by the teacher and others. Neither is sufficiently interested in each other, and it is this gap in a common welfare and understanding which causes most of the troubles — be they what they may.

But to get back to *Mother*. I suspect the tensions on the part of school personnel she speaks of are caused by school boards doing the very thing that they are supposed to do: make educational policies to fit their community. These policies are more or less hand tailored for just that purpose, as the judgment of the board dictates. These policies are, and will be, just as varied as there are men on the board.

Mother will say that the superintendent is there to guide us. Yes, he is there; but first, his thinking is that of a professional educator, and second, he is an employee of the board. One or the other of these reasons, or both, will too often make him ineffective in policy discussions by a group of men with, primarily, only a community background. So, usually policy matters are

approached, considered, and decided just as these men would do in their community vocations.

We are asked, "Why did you become a board member?" Briefly, the reasons are many and varied but among them there is one common strain. Whatever the motivating reason for trying to be elected to a school board, the fact is that there are others who agree with those reasons. There are one's friends and others who help for reasons best known to themselves. These people elect us or not in accordance with the case presented to an electorate usually not too interested in school affairs!

Basic Trouble in Board

Let's admit then, that the basic trouble lies in the school board itself, the type and characteristics of persons elected and their degree of interest in education. This being so, what is *Mother* going to do about it? Before she can do anything, she is confronted with the fact that the school board is a political creature because it is elective! She may say though, it need not act that way or remain so. I agree, it needn't or shouldn't, but too often it does because of a lack of interest among those whose enthusiasm was greatest before election. At the best, the members of the board, with their varied community backgrounds, are not going to have sufficient knowledge of, or interest in, education to change. Yes, I know there are exceptions, but there will be obvious reasons in each case. Too often, once elected, board members regard themselves as Guardians of the Budget, Cham-

¹September issue of SCHOOL BOARD JOURNAL, p. 22.

pions of Personnel, Practitioners of Purchases, Overseers of Properties, etc., as their private bents lead them. This is a natural and common happening. I do not defend it for a moment, yet sometimes such guardianships render great service.

Usually though the broad educational perspective is lost. Any school system worthy of being such, can hire competent laymen to administer with an educational purpose and obtain better results than would be had from the personal specialized attention of any board member.

The real job then is for the community to secure the proper type of board member it should have, and have the citizens want that type—for they *will* have what they want!

What About Mother's Husband?

Now, I can't help wondering if *Mother's* husband or those of any of her friends are members of a school board? Or, at least, do they consistently follow the affairs of the school board? Chances are, they are business or professional men; if so, are they too busy? Were they too busy to become parents? Maybe they are interested in the Parent-Teacher group at their school because of *Mother*—they at least attend at times? Maybe I'm wrong in the particular instance of this mother, but speaking generally, I'm right! I'm a businessman and I'm busy too; furthermore, I think I've taken my share "on the chin," but it hasn't stopped me—yet! I've talked to many men in all walks of life, asking them if they shouldn't be candidates for the

school board. The answer usually is, "—and take all the abuse that goes with it? *No!*" Some of them better take it—for the sake of the children.

So let's figure out a way to have the men or women who should expose themselves to a school board election, do so. The answer lies in the hands of *Mother* and the women like her everywhere.

What Does Teacher Owe Community?

Consider the teacher for a minute. I have the greatest respect for the teachers and their problems, but I am also aware of their shortcomings. I've stated that too often teachers did not understand or would not put themselves on a par with others in the community who are not in their vocation. Let's say that a teacher is going to get, in a given year under the new salary schedules, \$4,000 for the ten months' year of teaching. This is not bad, even on a comparative community basis. He or she owes the community, or more pertinently your child, \$4,000 worth of services. That's \$400 per month or, roughly, \$16 per day—whatever it may be. The teacher may say, you cannot figure it that way, we are on a professional basis. Then I say, let them prove, now that they have the \$4,000 salary, that they *are* professional and that merit is a deciding factor in future progress. Too many teachers are outspoken in their belief that merit will not work in practice. Security is more important.

Until the relative values of these two attributes of teaching are balanced, not much progress is going to be made in

education. Perhaps you have already discussed this question?

My only answer to the teachers' problems and tensions is for the teachers to achieve real professionalism just as fast as possible and stay that way! If this is done, most of their problems will find correct answers and much more quickly than seems apparent now. It will be found that real professionalism breeds courage and faith, and these compel respect from any school board or community.

The Answer in Our Hands

It seems to me, as is usually the case, that *Mother's* fundamental problem lies in our own hands—as citizens of the community. We do not do sufficient about it. We, for innumerable reasons, will not "stick our neck out" to the electorate. Our friends do nothing about it either. Their turn might be next! Or, there is the other trite excuse, we will not endure "what it takes" should one happen to be elected. So, we don't do it.

No, don't ask Mr. School Board Member what his score is! You know that already or can easily find out. After you know his score, decide if it is adequate, and if not, whom you want in his place. Then go out and find such a person, with the proper qualifications, and *make* him become a candidate! There *are* ways, you know, and you mothers and the fathers can and must find them. Then elect that person. Sure, it will be some work and take some of your time but it will pay big dividends to your children.



Music Provides a Happy Cultural Experience in the Freeport, N. Y., Schools.

(Photo Courtesy, Freeport Board of Education)

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Discrimination in Education

Kermit Eby¹

According to Thomas Nelson Page, liberal southerner: "... unless the whites lift the Negro up, the Negroes will drag them down. ... No country in the present stage of the world's progress can long maintain itself in the front rank ... if they have to carry perpetually the burden of a vast and densely ignorant population. ... Whatever the case may have been in the past, the time has gone by ... when the ignorance of the working class was an asset."

At the outbreak of the Civil War, most white people of the South had little formal education; it was forbidden to teach slaves to read and write, and several states extended this prohibition even to free Negroes. Still, by 1860, perhaps 5 per cent of slaves could read, since many slave owners and their families felt it their Christian duty to teach them. According to DuBois: "The uprising of the black man, and the pouring of himself into organized effort for education, in those years between 1861 and 1871, was one of the marvelous occurrences of the modern world." A significant number of Union soldiers stayed in the South to teach the freedmen the "three R's."

The fight soon began over whether Negro education should be "classical" or "industrial," white southerners arguing that if the Negro had to be educated at all it should be along lines which would make him a better servant and laborer, which would keep him in his place. In spite of all the agitation in favor of "industrial" education, no effective industrial training was ever given Negroes in southern public schools, except training for cooking and menial services. Myrdal says, "The expensive vocational training which conflicted so harshly with the interests of the white workers, has never become much more than a slogan. Negro education has mostly remained academic and differs only in its low level of expenditures and effectiveness." "Character building" is often substituted for social sciences in curriculums; humility and self-control take precedence over citizenship training.

Inferior School Plants

A state agent for Negro education in Mississippi in 1933-35 reported before Congressional hearings in 1946: "In hundreds of rural schools there are just four, blank, unpainted walls, a few old rickety benches, an old stove propped up on brickbats, and two or three boards nailed together and painted black for a blackboard. In many cases this constitutes the sum

total of the furniture and teaching equipment."

Separate schools for white and Negro are maintained in 17 southern states and in the District of Columbia. School buildings and equipment are inferior. In rural areas most of the schools are not run during the planting or harvesting seasons. The teachers get a lower rate of pay. Many common academic subjects are not offered in the secondary schools in order to prevent Negroes from getting anything but a vocational training. In 1933-34, only 19 out of 100 Negro children of high school age were attending public high school in the South, as compared to 55 out of 100 white children of that age. In 1941-42, boys constituted 39.5 per cent of the total high school enrollment of Negro youth as compared to 47.2 per cent for white youth.

School Term. In 1941-42, school terms in 17 states and the District of Columbia averaged 171 days for whites and 156 days for Negroes (although in half these places the term is at least as long for Negroes as for whites.) In many of the southern states the school term is 8 months for white pupils as against 6 months for Negro children.

School Years and Teachers Salaries

School Years Completed. The 1940 census gives these figures: native white, 8.8; foreign-born white, 7.3; Negro, 5.7; other races, 6.8.

Examples of Selective Service Rejections Because of Educational Deficiency - 1943

State	Rate per 100	
	White	Negro
Pennsylvania	1.4	.66
South Carolina	8.7	43.00
	Rate per 1000	
	White	Negro
Alabama	50.5	186.6
Massachusetts	8.4	14.00
New Jersey	8.4	45.3
New York	4.4	25.1
North Carolina	36.00	258.7

Teachers Salaries. In 1935-36, the average annual salary for Negro teachers was \$450, for white teachers, \$907.

In 14 southern states in 1941-42, the average salaries for Negro teachers ranged from \$226 in Mississippi to \$1,593 in Maryland, in comparison with a range for whites of from \$712 in Mississippi to \$1,796 in Delaware. In 6 of these 14 states, the average annual salary of Negro teachers was less than \$600. The average annual salary for Arkansas teachers was \$678 as against \$1,920 in Washington state.

The following testimony was presented at Congressional hearings in 1946: "My great-grandparents, who were slaves, came to Mississippi from Virginia. ... I teach

in a three-teacher school with an enrollment of 190 children. ... I am the principal and have almost two years of college work. ... I (also) teach from the fifth to the eighth grade. ... The primary teacher has had one year of college training and gets a salary of \$228 for the term. ... The second teacher with two or more years of college training, gets a salary of \$292 for the term. The principal receives a salary of \$360, or \$60 a month. ... Some of the people in the community are small truck farmers. They have a great love for education. They built their own schoolhouse. ... The money for the building was raised by the teachers, children, and patrons. ... We have been able to put on one coat of paint, inside and out. Our project for this year is to raise money to finish paying for the painting, which is \$1,257 (balance). ... I represent 6000 Negro teachers, 5000 of whom get a salary of less than \$699 per year, and a few get less than \$300 a year."

Teachers Poorly Trained

An English teacher, from Gary, Ind., reported: "I taught one year in Mississippi at the high salary of \$40 a month, teaching English, French, typewriting, shorthand, and girls' physical education. I had to leave there in order to get a job in Gary, Ind., where I could make almost as much in one month as I made the full year in Mississippi."

A survey made of Negro public school teachers in Mississippi showed the majority to have only junior or senior high school education and that there were some with only grade school education.

While Negro teachers have less education than white teachers, on the average, the discrepancy in education attainment is much smaller than that in salary.

Some southern school authorities have been charged with hiring teachers without teaching certificates so as to get them at substandard salaries. By keeping down appropriations for all Negro schools, teaching inferiority is preserved, and teaching inferiority is given as an excuse to keep down teachers' salaries.

Besides, a Negro teacher is usually unable to get graduate courses in her community, in night or extension courses during the work year, and must go long distances to get advanced professional training, which adds to the cost of such training.

The Pupil-Teacher Ratios are 36.1 Negro pupils per teacher; 28.6 whites in 17 states and the District of Columbia. A difference in favor of whites existed in each of these states except Oklahoma and Kentucky. In Arkansas, Louisiana, and Mis-

¹Director of Education and Research, Congress of Industrial Organizations, Washington 6, D. C.

Mississippi there were over 40 pupils per instructor.

Opportunities Limited

Professional Training. The Negro's chances for higher education are even less than they are for secondary and elementary schooling. Some southern states support Negro colleges — never comparable in facilities and personnel with even the average southern state university. Only three or four Negro institutions have real graduate instruction and none of them offers the Ph.D. degree.

In 1930 the Negro's chance of getting a job as a professional was only one-third of one-half that of the white professional. In Oklahoma, for example, educational discrimination has deprived the Negro population of professional services in medicine, dentistry, and law: The following figures represent one lawyer, doctor, and dentist to the listed figures of white and Negro population:

Profession	White	Negro
Law	643	6,494
Medicine	976	2,165
Dentistry	2,646	7,675

In 1940 there were 160,845 white and 3524 Negro physicians and surgeons in the United States partly due to the failure to admit Negroes into professional schools. Likewise, there were 67,470 white and 1463 Negro dentists; 176,475 white and 1052 Negro lawyers.

In 1939-40, in the 17 states and the District of Columbia, the following number of states made provision for the public professional education of Negro and white students:

Profession	White	Negro
Medicine	15	0
Dentistry	4	0
Law	16	1
Engineering	17	0
Social service	9	0
Library science	13	1

Fiscal Aspects of Problem

School Property. Negro school property per child in 10 southern states is less than one fifth of the corresponding figure for whites. In 1935-36 it was valued at \$183 per white pupil, \$36 per Negro pupil.

In rural areas there are still many one-teacher and two-teacher schools whereas white schools have become consolidated. Savings are made on Negro education by forcing the Negro community to contribute money or work for its school.

School Expenditures. In 1935-36 average current expenditures per pupil in daily attendance in all public elementary and secondary schools in the United States was \$74. In three northern states the amount was over \$115. At the bottom of the scale in three southern states (Ala., Miss., Ark.) it was less than \$30; however, Mississippi spends about twice as much on schools, compared with taxable income, as does New York.

In 1935-36, the expense per pupil in

daily attendance per year in elementary and secondary schools in 10 southern states was \$17.04 for Negroes and almost three times as much, or \$49.30 for white children. Per capita expenditure from public funds for Negro pupils was 10 per cent of that for whites. In Mississippi and Georgia, only about \$9 was spent on every Negro school child, but five times more on the average white pupil. In the 10 states where Negro children constituted 28 per cent of the total enrollment, only 3 per cent of the public expenditures for school transportation in 1935-36 was for their benefit. Savings on most expenditure items were made by keeping the average school term in Negro schools about 13 per cent shorter than in white schools.

In 1939-40, an average of \$14.63 was spent on each southern Negro school child, \$47.59 on each southern white child. New York spent \$157 per child, Mississippi \$7, for public elementary and secondary schooling. Here are a few more examples of discrimination in this period:

State	White	Negro
Alabama	\$77.11	\$20.49
Arkansas	36.87	13.73
Texas	72.72	28.49
Mississippi	52.01	7.36

In 1941-42, the New York state annual pupil costs based on average daily attendance amounted to \$190.50 as compared with \$33.13 for Mississippi.

The educational results of such poor school conditions and equipment can be seen, for instance, in Alabama where 44.5 per cent white elementary school children, high school pupils, 61.8 per cent Negro pupils, show a retarded educational status.

Where Negroes Predominate

The differential in school expenditures is often greatest in states having the greatest proportion of Negroes. In 1929-30, a tabulation showed, in 7 southern states, that school expenditure per Negro child tended to be lower, the higher the proportion of Negro children in the total county population. In counties with less than 12.5 per cent Negro children, the expenditure level in white schools was less than twice as high as that in Negro schools; but in counties where at least 75 per cent of the children were Negro, the standard was more than 13 times higher for white than for Negro pupils. The explanation for this is that with a high proportion of Negro children the chances to deprive them of per capita appropriations in favor of the white children is greater. The white schools thereby gain from the segregation; segregation makes discrimination, in this case, possible. On the other hand, segregation on a truly "separate, but equal" basis is more expensive than a mixed school system.

The Answer. Federal Government must enter the field and assist, financially, the southern school system. Regional equalization in education standards would benefit

the whole country. Now, the high birth rate in the South makes for heavy educational investment on students who eventually migrate north to be productive. Also, federal aid would help stamp out discrimination. That is why, under the banner of "states' rights," believers in white supremacy oppose federal aid even when their own states would get financial benefit from it.

Aid for Buildings and Salaries

To quote from "The American Dilemma," by Gunnar Myrdal, "The establishment of a new model teacher-training college in the South would be of great service which a far-sighted federal policy could undertake in order to equalize educational opportunities for Negroes. Negro teachers . . . also need more security of tenure. . . .

"The ideal solution would be that the federal government pay certain basic costs all over the country, such as original building costs and a basic teacher's salary. It is of course of special importance that, as far as possible, absence of discrimination be made a condition for aid."

Federal aid, in the past, has been administered in a discriminatory way. In 1935-36, Negro colleges received only 5.2 per cent of federal funds given to land-grant colleges in 17 southern states. PWA paid 55 per cent of the costs of building new schools when states and communities paid the rest, but of some 91 million dollars of federal funds spent for new schools in 16 southern states, only a little over 7 million dollars went for Negro schools. Northern communities were much fairer. During NYA, appropriations available to Mississippi high schools could not be used for that purpose because there were too few Negro high schools to use it. However, it is to be hoped that future administration would fall into more competent hands.

A new approach to the problem of federal action has been suggested in connection with land-grant institutions. These grants are basically important to the financial structure of schools enjoying them. And they were not made unconditionally. Congress may not have the power to legislate admission standards for these colleges, but the United States government may withdraw its funds from those schools which maintain discriminatory admission practices.

The basic land-grant statute provides that no money shall be paid under land-grant appropriations "for the support or maintenance of a college where a distinction of race or color is made in the admission," although segregated colleges are permissible, provided that funds for white and colored are allotted on a "just and equitable" basis. This act might be strengthened with respect both to enforcement and content, and further close study of it may reveal heretofore untapped sources of democratic strength.

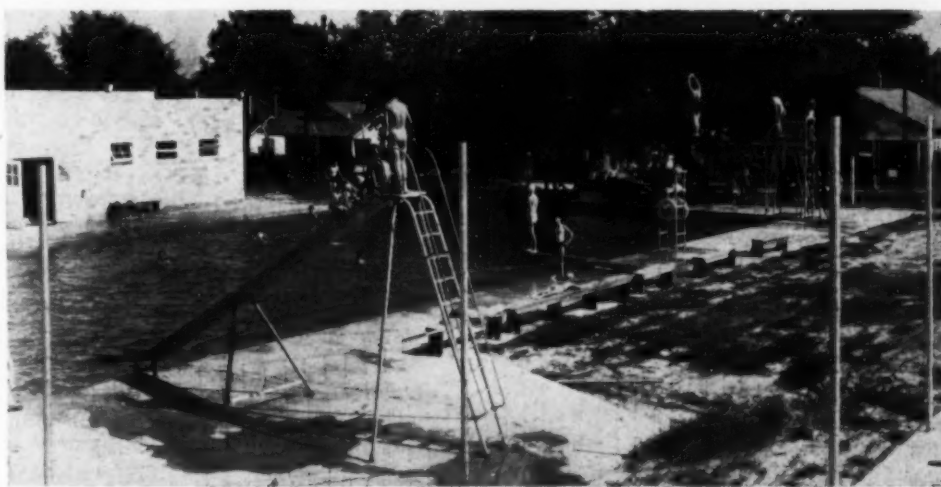
(Concluded on page 74)



The Tennis Courts, the Pool (middle back) and the Field House (back).

A School Community Recreation Center

The board of education of Magnolia, Ark., is a firm believer in the necessity of developing the school system to be of maximum service to the entire community. Under the leadership of Supt. R. H. Cole, the board of education in the winter of 1945-46, converted the playground of an elementary school and an adjacent football field into a community recreation center and caused a field house to be erected. The area which is in the heart of a residential neighborhood, covers slightly more than three acres, and includes a modern swimming pool, several concrete-surfaced tennis courts, a play area equipped with swings, etc., for small children, croquet courts, and a tree-shaded picnic area. The center adjoins an elementary school so that the play areas are in service throughout the year. The high school building is only one block distant,



The Pool is patronized by Adults and Children.

and the center of the business district five blocks.



The swimming pool accommodates between 7000 and 8000 swimmers each month during the long, warm season. The pool measures 50 by 110 ft. and ranges in depth from 20 in. to 9½ ft. A separate area, from 20 to 26 in. deep, is used for wading by small tots.

The field house has showers and separate dressing rooms for men and women and is arranged with sanitary foot baths. The showers are planned for all-year use and are regularly used by the physical education classes during the school year.

The playfield is fitted with lighting for night use so that adults may enjoy it between the hours of 7 and 9:30 p.m.

The climate of Magnolia is such that outdoor play is possible practically all year. The tennis courts are used for roller skating during the winter, and a variety of games enjoyed by small children are arranged for by painted markings on the tennis courts.

The entire project cost approximately \$10,000 for construction and equipment.

School Board Regulations for Smaller Schools *Roben J. Maaske*¹

While most textbooks in school administration give brief treatment to the pros and cons of school board regulations, little really practical help is available for the superintendent and board of smaller school systems desiring to devise such a set of regulations.

As a matter of fact, school districts in eastern states more generally operate under a set of written rules and regulations than do schools in the midwest and west. There is apparent, however, an increasing interest currently in such regulations as a means to effective school administration.

The primary purpose of school board rules and regulations is to establish clear lines of policy and function especially for the school board, the superintendent, and other chief functionaries in the operation of a school system. These rules should not be so specific and detailed as to prove inflexible or hampering in action, but rather should make clear the statutory provisions affecting the operations of the board, as well as certain of the main policies and general procedures established and sanctioned by the board for the efficient government of the schools.

They should prove advantageous to any incoming superintendent in understanding his relationships and responsibilities with his board. They will prove definitely helpful in the orientation of new board members. New teachers and other employees also should find them informative and helpful in understanding the general plan for the operation of the schools.

There follows a self-explanatory sample memorandum by a hypothetical superintendent to his board, transmitting a sample set of rules and regulations. Included in the latter are certain regulations which are statutory and which are clearly indicated as such. Necessary changes and modifications can readily be made in these regulations by any superintendent or board to meet the particular needs of a local situation or circumstances and the varying state school law provisions affecting the operations of boards of education.

MEMORANDUM TO THE BOARD:

In compliance with your request at a recent meeting, I have prepared, subject to your approval, a statement of rules and regulations for the organization and conduct of our school system. These have been set forth under the general headings of:

1. Organization and Meetings of the School Board
2. School Board Committees
3. Administrative Relationships Between the Board and Superintendent
4. The School Staff

In the formulation of these rules and regulations, a distinction has been made between materials which constitute written instructions and materials which should properly constitute rules and regulations for the school system. Written instructions are purely administrative devices and suggestions which are subject to constant change as more efficient or effective procedures have been found. Rules and regulations should consist of broad administrative principles and board policies which, if well formulated, should require but little change from year to year.

Since there are a number of matters pertaining to the work of the school board in districts such as ours which are prescribed by state school statutes, a careful examination of the State School Code was made to select those which affect the work of the board. In the following list of suggested rules and regulations, I have indicated with an asterisk (*) each of the regulations which are thus based upon the law. These have been indicated for your convenience since they represent regulations affecting

your work which are not subject to change except by legislative amendment.

These rules and regulations have been prepared after consultation with principals, teachers, clerical and custodial employees, particularly with reference to the work of each group. This cooperation in their preparation should react favorably upon the morale of the school system and to the effective observance of these regulations following their adoptions in such form as the board deems to be for the best interests of our schools.

Respectfully submitted,
SUPERINTENDENT

SUGGESTED BOARD REGULATIONS

Article I

THE SCHOOL BOARD

Section 1 — Organization and Meetings

1. *Time of meetings:* Regular meetings of the school board shall be held in the office of the superintendent on the second Thursday of each month at 8:00 p.m. unless that day be a legal holiday, in which case the meeting shall be held on the following business day at the usual hour.

*2. *Special meetings:* Special meetings of the board may be called by common consent of its members or by having any member give a written notice to the other members and the school clerk at least 24 hours before such a meeting is scheduled.

*3. *Quorum:* A majority of the members of the board shall constitute a quorum.

*4. *Chairman:* The school board member who has served the longest time under an election, shall act as chairman of school board meetings; in the absence of the chairman, the other members of the board, in the order of their election, may act as chairman, as elected by the board.

5. *Order of business:* The following shall be the order of business:

- 1) Roll call notation by the clerk
- 2) Approval of minutes of previous meeting
- 3) Audience to visitors and reception of miscellaneous communications
- 4) Presentation of claims
- 5) Report of special committees
- 6) Unfinished business
- 7) Report of superintendent
- 8) New business
- 9) Adjournment

6. *Parliamentary rules:* The parliamentary rule as set forth in *Roberts' Rules of Order* shall be observed at meetings of the school board, in so far as they are applicable. All votes shall be taken by ayes and nos.

7. *Amendment of rules:* Any regulation, not statutory in nature, contained herein, may be amended, repealed, or suspended at any regular meeting by a majority vote of the board, provided that such proposal shall have been submitted in writing at the previous meeting.

8. *Executive session:* Meetings shall be open to the public, except the board may go into executive session, upon request of a majority of its members.

Section 2 — Officers

*1. *Chairman:* The chairman shall perform the customary duties of that office, countersign all school warrants, and appoint the members of all committees authorized by the board, except as provided under Article II, Section 2.

*2. *School clerk — treasurer:* The school clerk shall keep the minutes of board meetings, draw and sign all school warrants, receive

¹President, Eastern Oregon College, La Grande, Ore.

all monies due to the district, keep an accurate classified record of the total receipts and disbursements, and perform such other duties as are prescribed by law or directed by the board.

*3. *Bond*: The clerk shall serve as treasurer and shall give a sufficient bond equal in amount to not less than double the probable amount of school monies in the treasury at any one time.

Article II

SCHOOL BOARD COMMITTEES

Section 1 — General Policy

1. *Policy*: No standing or permanent school board committees shall be created hereafter, but the necessary work of such committees shall be performed by special committees.

2. *Appointment*: Special committees, for the consideration or investigation of certain problems, shall be appointed by the chairman upon motion of the board, or shall be appointed by the board itself, if a majority thereof by motion so direct.

3. *Superintendent a member*: The superintendent shall be an ex-officio member of each such special committee, except any which deal directly with his personal status.

Section 2 — Committee Reports

1. *Functions*: Special committees shall submit their reports at regular or special meetings of the board to be acted upon by the board as a committee of the whole, except in cases where the committee is invested with power to act.

2. *Discharge*: Committees shall be automatically discharged after their reports have been presented or when their special function has been served.

3. *Privileges of other board members*: It shall be the privilege of other members of the board to be present at any meeting of a special committee, but only members of the committee shall be entitled to a vote.

Article III

ADMINISTRATIVE RELATIONSHIPS BETWEEN THE BOARD AND SUPERINTENDENT

Section 1 — General Policy

1. *The board*: The school board, representing the people of the district, shall function as a policy-making body having complete jurisdiction over the schools and its employees, and shall authorize its superintendent, and through him, other employees of the school, to carry out the executive policies and administrative details necessary to insure that all such policies of the board are made effective in the operation of the schools.

2. *The superintendent*: The superintendent shall serve under the direction of the board as its executive officer and is expected to make recommendations to it concerning the formulation of educational policies and procedures for the proper government of the schools and their continuous improvement.

3. *Authority of superintendent*: The superintendent shall see that the policies established by the board are uniformly and faithfully observed and executed and he shall be invested with such discretionary powers as may be necessary to render them effective.

Section 2 — Duties of Superintendent

1. *Teachers' applications*: The superintendent shall have the responsibility for keeping a file of applications for employment in the school and shall make nominations to the board for teachers and other employees required for the proper operation of the schools. The election of a teacher or other employee shall not be confirmed by the board unless he or she has been nominated by the superintendent.

2. *Pupil classification*: The superintendent shall have general supervision and control of the admission of pupils to the schools and of their classification and promotion; provided that no pupil shall be admitted to the first grade who shall not have attained the age of six years within three months after the opening of school, except upon evidence through appropriate tests of capability to do the prescribed work of that grade satisfactorily.

3. *Purchase of supplies and equipment*: When the budget for the year is approved in final form by the board, the superintendent shall direct the purchase of such books, supplies, equipment, and other materials as are required, within the limits of the adopted budget.

3½. *Audit of claims*: The superintendent shall audit all claims and submit the same to the board for approval and authorization for their payment.

4. *Blanks and forms*: The superintendent shall keep all necessary records pertaining to the school, other than those usually kept by the school clerk, and shall prepare and furnish all necessary records and blanks and provide suggestions for keeping them by the proper employees.

*5. *Monthly account of expenditures*: The superintendent shall submit to the board each month an itemized report of expenditures indicating by individual budget items the amounts allowed, the expenditures for the last month, the total allowance for the year, and the total expenditures to date. He may recommend to the board such transfers from one budget item to another as conditions may warrant.

6. *Annual budget*: The superintendent shall prepare and present to the board at its meeting in April, an itemized budget covering all proposed expenditures for the following year.

7. *Miscellaneous reports*: The superintendent shall present to the board from time to time reports containing information relative to the progress of the schools together with suitable recommendations. These reports may deal with matters such as (1) employment, transfer, or dismissal of teachers and other employees; (2) textbooks and courses of study; (3) salary schedules for employees; (4) insurance of school buildings and equipment; (5) condition of buildings and grounds; (6) building and equipment needs; (7) revised rules and regulations for the proper direction of the schools; (8) uses of buildings, and similar matters.

8. *Annual report*: The superintendent at the close of each school year shall make and prepare for publication an annual report to the board concerning the conditions and progress of the schools, together with such recommendations as in his judgment appear desirable.

9. *Property records*: The superintendent shall keep an accurate record of all real and personal property of the district and a continuing inventory of all school supplies and equipment.

10. *Delegation of responsibility*: The superintendent may delegate to other staff members certain powers and duties which the board has entrusted to him but he shall remain responsible for the execution of such powers and the duties so delegated.

Article IV

RULES AND REGULATIONS FOR THE STAFF

Section 1 — General

1. *General supervision*: The superintendent shall have general supervision and direction of principles, teachers, janitors, and other persons employed in the operation of the schools.

2. *Blanks and forms*: The superintendent shall provide principals, teachers, and other employees with all blanks and forms necessary for the economical and expeditious handling of all books, supplies, equipment, etc., in order that adequate records concerning these items be kept.

*3. *Health certificate*: Each principal, teacher, and janitor shall present to the superintendent, prior to the opening of school each year, a certificate of examination from a physician indicating his or her freedom from any communicable disease.

*4. *Advertisements and solicitations*: No principal or teacher or other employee shall permit any commercial advertisement to be read or distributed nor give lists of names of her pupils to any commercial advertiser, nor collect any contributions of money from her pupils unless it may directly pertain to necessary schoolwork, except upon authorization of the superintendent or board.

5. *Reporting time*: Principals and teachers shall be in their respective rooms at least one-half hour before the beginning of the morning session and at least ten minutes before the time of beginning the afternoon session.

6. *Illness:* Any regular employee who is necessarily absent from duty on account of personal illness shall be paid full salary for not to exceed five days in any school year, except that an extension of time, for not to exceed five days, may be made by the superintendent, provided a physician's certificate be presented in advance stating the necessity for such an extension.

7. *Other employment:* No employee of the board shall be permitted to carry on any outside remunerative employment which, in the opinion of the board, may interfere with his work in the school.

8. *Tobacco and alcohol:* Principals, teachers, and other employees shall prohibit the use by pupils of tobacco or alcoholic beverages or substitutes in or upon the school premises.

9. *Rental:* No public school building, premises, furniture, apparatus, or supplies shall be rented by staff members or community patrons except with the special permission of the school board.

10. *Payment of salaries:* The salary of staff members for the year shall be paid in 12 equal monthly installments, the first of which shall be made on the first of the month after the opening of the school term.

11. *Teachers' meetings:* The superintendent shall hold such meetings and workshops of teachers and other employees as he may deem necessary for the professional progress of the schools.

Section 2 — Principals

1. *General duties:* Principals shall serve under the direction of the superintendent and shall co-operate with him in the general organization and plan of procedure in their respective buildings.

2. *Textbooks and supplies:* Principals shall be responsible for textbooks and supplies, shall keep an accurate record of the same and assess pupils reasonable fines commensurate with any damage done, such fines to be submitted with the regular monthly report to the superintendent, who shall in turn report the receipt of all such monies to the board.

3. *Fire drills:* The principal shall be responsible for the elimination of any fire and accident hazards in his school and shall conduct a fire drill at suitable intervals.

Section 3 — Teachers

1. *Teachers' reports:* Teachers shall prepare with neatness and accuracy all reports required of them by the superintendent or other proper school authorities.

2. *Leave of absence:* A special leave of absence may be granted a teacher or principal upon application to the superintendent and approval by the board.

3. *Substitute teachers:* The superintendent shall submit to the board for approval at the beginning of each year a list of approved substitute teachers, and recommend a plan for their employment.

Section 4 — Clerical and Custodial Employees

1. *Clerical:* The superintendent shall have control of the necessary part- or full-time clerical assistants and shall be empowered to employ them for such periods as the funds budgeted for that purpose will allow.

2. *Duties of custodians:* Custodians shall work under the direction of the principals in their respective buildings and shall be held responsible for the care and maintenance of buildings, equipment, and grounds, and for such other duties as shall reasonably be assigned to them by the principal.

3. *Improved practices:* The superintendent shall from time to time submit to the board for its approval recommendations concerning the duties, work schedule, and wages of custodians and clerical employees for the improvement of their work.

4. *Records and reports:* Each custodian shall be responsible for keeping an accurate record of supplies and equipment dealing with his work and shall submit to the principal at the close of each school year an inventory report for submission to the superintendent.

While these regulations in the main represent approved school practices, they should be studied carefully for necessary modifications to meet the special needs for the best *modus operandi* in any particular school system. They are set forth in suggested form in the hope that they will prove practical and helpful to numbers of superintendents and boards of education interested in formulating such a set of regulations for their school systems.

The Los Angeles In-Service Training Program for Teachers Vierling Kersey¹

One of the important aspects of improving the educational service to the children in the Los Angeles, Calif., schools is the in-service training provided for the members of the teaching staff. This training, which extends throughout the school year, includes workshops, demonstrations, and conferences. It has been expanded during the past few years with emphasis upon the workshops and study-room techniques. Teachers at all grade levels, and from various subject fields, meet together in small groups for co-operative and intensive work upon their teaching problems.

Under the program, five major objectives have been established for the training of teachers on the job: (1) to keep the teachers well informed concerning educational objectives and emphasis of the school district; (2) to give them specific help in solving educational problems common to those teaching a particular grade or subject; (3) to stimulate a sharing of good classroom practices; (4) to encourage a study of the special teaching problems which are found in various parts of the

city; (5) to articulate the instruction at all grades and levels of the school system. While the objectives have not been fully implemented, concentration upon them during the past two years has already had a bearing upon the maintenance of a high level of school and pupil achievement. It is expected that an increase in training emphasis in the period immediately ahead will result in more significant outcomes.

Needs Kept in Sight

Each training project is planned with a view of meeting specific teacher needs. It is recognized, for example, that all new teachers need proper induction in order to make an effective start at the teaching job. To meet this need, city-wide induction conferences are held at the time of the opening of school to acquaint the new teachers with educational objectives, organization, staff relations, instructional materials, and personnel policies and regulations. Teachers also need to learn how to use new instructional materials. This fall a new social studies curriculum for the fifth grade has been introduced to all fifth-

grade teachers at a series of training meetings, devoted to explanation, interpretation, and use of the basic course of study.

Another important need of teachers is to learn specific techniques and methods needed on the job. A homemaking teachers' workshop held during the past summer is typical of the projects planned to meet these skill needs. In this workshop, homemaking teachers learned techniques of refinishing furniture; repair of springs and cushions in chairs; making of curtains, drapes, slip covers, and bedspreads; and reconditioning of lamp shades.

During the school year 1947-48, a total of 330 of these projects will be conducted, under the leadership of teachers, supervisors, and principals. Each particular group will be limited in size to approximately 35 teachers. This provides opportunity for each person in attendance to participate actively in the designated project and to receive specific help in the solution of classroom difficulties. This type of service training has received the enthusiastic support of the teaching personnel, and has resulted in a widespread professional interest in improved performance.

¹Supt. of City Schools, Los Angeles, Calif.

How to Improve Your Public Relations

Maurice G. Postley¹

Before you can do anything to improve your public relations, you should know how good or bad they are. And before that, you have to be sure that your basic policies are such as to warrant good public relations. Nobody can dress up bad policies and magically make them into good public relations.

Yet, in the process of thinking about your public relations and studying the tools at your hand to use, you inevitably have to give some constructive thought to policies and to the question where you stand now, with your several publics.

Perhaps, therefore, we may properly skip past the diagnosis and prognosis and get right into the prescription. No doctor would approve of this, but he might at least forgive us, since human curiosity always leaps to the question, "What can I do?"

First, let us consider what we mean by "public." School boards deal with a number of publics, not one. Among them are the children (too often overlooked!), the parents, the general public and taxpayer who may not have children in the schools, the professional staff, contractors and builders, and others doing business with schools, officials, and governmental agencies — and even more!

We reach these publics with our story in different ways. Members of the board of education, the superintendent of schools, the principal and teachers — all deal with the children and parents in one way or another. The school business manager or purchasing official and the board have contacts with business concerns that sell goods or services to the schools.

The general public, those who do not have children in the schools, get their impressions from a variety of sources: the newspapers, their tax bills, chats with friends, occasional contacts with school people. All of our adult publics are likely to be active in civic, fraternal, or trade organizations, but too rarely see or hear of their school people and their schools.

Important Points of Contact

This is a glimpse of the considerable public that you have — or rather, multitude of publics. It makes little difference whether you have a small or large school system. You have the same publics, though perhaps not in numbers.

We can list a number of points of contact with these publics. Here are some:

1. Public meetings of the board of education
2. Parent-teacher meetings
3. Corresponding with the public at

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large, parents, contractors, officials, or governmental agencies

4. Telephone conversations
5. Printed or multigraphed reports, publications, school journals, or other material for general or special distribution
6. Newspapers

7. Appearances of board members, the superintendent, principals or teachers at meetings of citizens' groups

8. Direct contact between members of the professional teaching staff and children and parents

When you check this list, you probably will think of additional contacts. As you think about them, you may properly ask yourself, "Are we getting our facts before these publics? Are we unwittingly creating the wrong impression? Are we winning friends at each juncture, or making enemies?"

The story about the schoolboy who dreamed that the schoolhouse burned down and was disappointed when he woke up, is a good lesson in public relations. We know now that we should make school attractive to children. We know it can be done and is being done without sacrificing sound educational practice. That may be a valuable educational reform. But it is also basic public relations practice. Schools should appeal to their first public, the children who come to them for learning. And, of course, everyone else should know about the schools and maintain a healthy, constructive interest in them.

How Bad Public Relations Occur

Before we weigh some of the definite steps we can take to improve our public relations, we may wonder how we get bad public relations.

I once knew a board of education member in a small city who privately told me that he abhorred regular weekly meetings because, he said, so much of the board's time was taken up by the public that the board did not have enough time for business. He was a conscientious man of good will. He just forgot that conducting business was merely one part of his job.

Then there was a school superintendent who did not want to tell the telephone switchboard operator that her gruff attitude irritated nine out of ten callers. As he put it, "She's really an awfully nice woman and I hate to hurt her feelings because she doesn't mean to insult anyone."

Perhaps another example is the occasional board member who, with the best of intentions, finally blurts out, "We can't please everyone, anyhow. So why all this bother about public relations?"

To all these well-meaning persons and to many more whom you can suggest, I can

only say that we have to get along with people even if only because it is in our own best interest to do so. There is, of course, a more important reason. The schools belong to our "publics" and we must always act in their best interest.

What to do? Here is a partial check list:

School Reports

Does your board or school superintendent issue any reports, weekly, monthly, or annually? If your answer is in the negative, you have a golden opportunity indeed to serve your community. If you do issue reports, the opportunity is still there.

Reports are instruments for stating facts, not secret documents devised to hide meaning and confuse thinking. There are many ways, of course, to state facts. You can do it in a statistical table. Most people do not like to read statistical tables. Any school person who studies a tabulation can translate it into information that the public will want to have. Perhaps in your community are persons gifted with the power of concise, clear expression. Perhaps they are members of the board, or on the teaching staff. If necessary, get the community in on the report. Perhaps a public-spirited professional writer will lend his talents. Your local printer can give good advice on how to improve the appearance of a report. Then make sure that the local newspaper gets it and has every opportunity to ask questions and get answers.

Since there are so many different kinds of school reports covering curriculums, budgets, finance, construction, and other subjects, there are many opportunities to interpret your schools to your community.

Board Meetings

How does the public fare at board meetings? Some presiding officers forget that the man who holds the least popular point of view often wins support and sympathy if the presiding officer figuratively bounces the gavel on his head. Public meetings may have a formal, dignified tone, but they should be flavored with the American, traditional "town hall" atmosphere.

It is well to publish calendars of meetings in advance so that the community knows what will be considered at meetings. The local newspapers should receive advance notice of business to be considered at meetings. This does not mean just waiting for the newspaperman to come and ask for information. It should be sent to him, if need be.

Parent-Teacher Meetings

Does the parent feel that he is being "let in" on the classroom, or does he feel that he had better make a good impression on

the teacher, for the sake of his child? Parents come to meetings eager to help. They want to do something. Parents like to volunteer to assist the school. Even in underprivileged areas where parents can scarcely afford adequate clothes or food, they often make personal sacrifices to give aid to the school. However, they must find genuine, co-operative leadership to be spurred sincerely to action. The challenge to school people is to develop programs of a constructive nature in which parents can properly participate. Principals and teachers able to do this deserve the warmest encouragement.

Official Correspondence

Every written document that goes out from a board of education is an instrument for good public relations. How often is it viewed that way? Are report cards really messages that tell a story, or do they look like records of a penal institution? Are letters so formal and uninformative that the recipient wishes he had never brought up the subject? Are letters answered promptly or acknowledged?

At one time or another, we have all heard a story about a letter sent to a school board. Too often the comment of the storyteller is, "They didn't even have the courtesy to acknowledge the letter." Is that a way to make friends? Is that a way to create understanding of school problems? The storyteller reaches a wide and believing audience.

It is well to review all written or printed messages, in whatever form they may be used. One question to ask ourselves is: "Are we getting an accurate picture of our schools to the man or woman who receives this?"

Telephone Service

When John Q. Public telephones school headquarters, what happens? Even in the smallest school systems, a bewildered telephone caller must occasionally speak to three persons to get one simple answer. A well-trained switchboard operator who knows school people and what their functions are can avert trouble by making the correct connection the first time. Call your own switchboard some time and ask yourself what you would think of the response if you were not a school person.

Public Appearances

Are the school persons in your community friends of the community? Everyone connected with the schools, from the building maintenance man to the president of the board can do much to build up understanding of the schools by participation in local affairs. How many are members of any citizens' groups? How often is a board member or the superintendent invited to citizens' groups? Measure the answer in terms of how many groups there are and how many opportunities there are for reaching the community.

These are only a few of the areas in which every school group can be on the alert to create good will through facts. Of all agencies, the school should give the most attention to maintaining good public relations. The schools are instruments of education. The people look to the schools for information. The schools therefore begin with the best of all possible audien-

ces — a receptive public eager to learn and to give assistance.

You may have been conscious of these factors. You may be working in these areas. Nonetheless, it is always worth while to check again — just to be sure that the school story is being told. You can do something about your public relations today.

Lighting Improved in California School

A typical classroom, relighted, and redecorated for improved seeing conditions, has been completed in the Oakdale Elementary School at Chico, Calif., through the combined efforts of school officials and co-operating business firms. School officials of neighboring communities who attended a recent open house were highly impressed by the appearance of the room.

Dr. Charles Bursch, chief of the division of schoolhouse planning of the California State Department of Education, who took part in the project, was enthusiastic about the result. "I consider this an outstanding improvement," he said. "The new facilities assure more efficient seeing, make the room more attractive and comfortable, serve as an inducement to greater effort and better results by all concerned. I hope that the plan will be followed by thousands of other schools."

R. E. Notley, principal of the Oakdale Elementary School, said the benefits exceeded his expectations. "Under the improved conditions, the pupils are more industrious and do considerably better work," Mr. Notley said. "They are more cheerful and happy. Besides, they take greater pride in keeping their desks and the entire room clean and tidy."

The relighting involved the installation of nine silvered-bowl incandescent lighting fixtures with ring louvers, providing ample light of good quality uniformly throughout the room. Two germicidal lamps have been installed for protection of the children against air-borne bacteria. The room was rewired to care for the increased electric load.

Several measures have been taken to brighten the room, thus reducing excessive contrast between light and dark surfaces, which is harmful to the eyes. The walls have been repainted in

light green to increase the reflection of light, and the blackboards have been replaced with chalkboards in green. Light colors have been substituted for dark on the pin-up boards used for the display of the pupils' handiwork.

The tops of all the desks have been sanded and refinished in natural color. For eyesight protection, lighting experts have recommended the elimination of contrast between white books and paper and the usual dark surfaces of desks and table tops. The floor has been refinished in a light color. Finally, aluminum Venetian blinds were installed for control of daylight from the windows and to prevent glare.

The project for the establishment of the model classroom was initiated by Miss Helen Dempster, health education consultant at Chico State College, and a member of the Division of Health Education, Physical Education and Recreation of the California State Department of Education. The project was brought to completion by Dr. Bursch, Messrs. Motley and Arthur Mann, superintendent of school maintenance in Chico, and the co-operating business firms.

In the interest of child welfare, the business firms made the remodeling possible without cost to the school. The lighting design was laid out by John S. Walsh, illumination engineer of the Pacific Gas and Electric Company. The fixtures, germicidal lamps, green chalkboards, and materials for the pin-up boards were contributed by the Northern California Electrical Bureau. The Butte Pump Company, Chico, rewired the room without charge. Wall paint and floor finish were contributed by W. P. Fuller and Company, San Francisco, and the Venetian blinds were given by Ralph Lewis, Chico agent of the Controlite Blind Company.



General View of the Remodeled Lighting in Oakdale School.

What Kind of a Principal Do You Want?

Richard C. Spitzer¹

So you're hiring a principal. Tough job, isn't it? Chances are that after a full day's work you've hurried home for dinner and a change of clothes and immediately dashed out to the meeting. No bowling or cards or leisurely reading this evening! And now you sit—five, seven, or nine of you—riffing through the applications. Chances are, too, that you have a stack of them, maybe twenty, thirty, fifty, even a hundred. After you've read through several they all sound alike: name, address, education, experience, number of children, salary desired. Most of them are neatly typewritten—but, then, maybe the applicant's wife took care of that. No way to tell from a typewritten page whether he's sloppy or neat, grouchy or pleasant, boorish or tactful.

Presently, with a sigh, somebody murmurs the thought that is in the mind of everyone. "If there were only some way of knowing . . . for sure." At that point maybe the fellow who's resigning offers a few suggestions. Or maybe he's leaving by request and you're not too interested in his views. But, anyway, time is passing and a selection must be made. Finally it is agreed that experience is necessary and with that decision the first attack is launched. The pile melts a little, but it's still much too large. Then you eliminate a few more because their educational attainments are not too impressive. And so it goes, until—perhaps several meetings later—the final selection is made, after interviews with the most likely candidates. Does that sound familiar?

A Better Approach

It is a rather haphazard method, don't you think? Of course, if you have a well-trained vice-principal who's ready to step into the opening your problem is quickly solved. But let's assume you have none. Such a method leaves so much to chance. It makes you an easy victim to superficial attraction. It lowers your guard in the face of the fast talker, the smooth salesman, the boy with a "line." And even if he is all he says, the fact that he has done a bang-up job elsewhere doesn't guarantee that he'll do the same in *your* particular community. You know, sometimes the fact that communities and schools differ greatly is overlooked. Despite obvious similarities in school plants and curriculums, each presents a unique situation.

Why would it not be better, therefore, to draw up in advance a bill of particulars, listing definitely what *you* as a board of education desire in the principal of *your*

school? For example, maybe a little discussion will reveal that a majority of your members wants a "strict disciplinarian," a hard-boiled hombre who will really *run* the school. It would be highly desirable to recognize that fact before you even turn to the applications. (The applications won't satisfy you on that matter anyway. No applicant in his right mind would voluntarily state that he is leaving his present position because his school is "out of hand." You know that.) Or, maybe—after much sacrifice and expense—you have built up an industrial-arts department or a music department or a science department that fills a peculiar need in your community, and you want that accomplishment to be cherished and expanded by the principal you hire. Put that down on your list. You are certainly not so naïve as to expect a former physical instructor who cannot whistle a tune, to say nothing of carry one, to go out and do active battle for the sixty-piece band or orchestra that is your chief pride and joy. And it is no less naïve to expect the former Latin professor to spend his spare moments dreaming up ways to give your sports-mad community a winning ball team.

There are exceptions, of course, and you may be so fortunate as to find a principal who will give an absolutely just proportion of his time and interest and enthusiasm to all of the school's departments. But the odds are against it. The odds are rather that the former physical instructor will gravitate toward the gymnasium, and the former Latin professor will be frequently found in the library. Neither practice is to be condemned. But *you* must decide what *you* want for *your* school. (Incidentally, neither the application nor the interview will help you here. Certainly he will tell you that he "favors" a strong science department or whatever it happens to be that strikes your fancy. And he won't be hypocritical, either. But that is not enough. You need to know what his performance has been. Trite, but true, actions speak louder than words.)

Listing What You Want

Does it not seem reasonable that making a list of qualifications beforehand, honestly stating what you want, will make your job easier? Not foolproof, mind you. There is no such method. The fellow in the old song who "picked a lemon in the garden of love" was no more unfortunate than some school board members. If you attack the pile of applications without first having done the hard work of crystallizing your own thinking about the type of man you want to head your school, quite certainly

you will waste time and leave dissatisfied.

Furthermore, your attempt to put on paper such desirable qualities will bring your own thinking on education into the open. Perhaps for the first time you will find yourselves trying to decide just what a principal should do—besides keep expenses down. Perhaps you will begin questioning whether experience is always so essential as you had thought it to be or whether "strict discipline" tells quite the whole story.

Well, let us suppose you have the list. What difference does it make? For one thing, you now turn to the applications with more assurance. You read the accompanying letters actively, looking for what you want, no longer depending on the applications to make the decision for you. Maybe you will read between the lines with greater shrewdness and deeper perception. More quickly you will see why the applicant has troubled to list accomplishments that at first glance appear slight. But at any rate you will be in the driver's seat, with the confidence that comes from careful thought, free discussion, and friendly agreement.

But almost at once you discover that the application does not tell the entire story—nor even the best part of it. Now you find yourself eager to interview a few candidates, because you have questions, plenty of questions. Of the applicants who stress experience as their chief selling point you will perhaps want to know what their experience has taught them and exactly how it has served to fit them for the principalship of your particular school. You will demand concrete proof that their "many years of experience" has not simply been one year of experience repeated many times.

You will ask the man at the end of the table about his relations with his teachers. How often has he seen each one teach during the year? What kind of faculty meetings has he conducted? And how often? And what for? In what specific ways has he tried to help teachers do a better job? Specifically, what has he done about safeguarding and improving the health of pupils in his school? Where does he stand on "discipline"? Does he believe in giving pupils a voice in the running of the school? If so, he may be asked to cite some cases to prove it. What has he done about a guidance program—specifically, how many pupils have had individual help from him or from someone appointed by him in planning their educational and vocational future? What is a typical day for him? How many hours of the day does he spend sitting in his office? What has he done to

¹Principal of the Shortsville High School, Shortsville, N. Y.

encourage good reading in his school? And, speaking of reading, what kind of leisure reading does he do himself? What books has he read in the past two months? Bear in mind that you are hiring the man who should be the *educational* leader of his school. "Little reading, little leading."

Giving the Interview Point

In other words, during the interview, apart from the normal, courteous preliminaries like the weather and the price of wheat, stick to the topic at hand: the job and this man's qualifications for it. Put him "over the barrel," and at the proper time — before you hire him. Moreover, by doing so, you will help him to make the most of the interview. You will give him targets to fire at and you will soon discover the quality of his ammunition and the accuracy of his aim. A barrage of well-planned questions does the candidate a greater service than the vague invitation to "tell us something about yourself."

But that is not all. The answers you receive when the hopeful candidate is twenty, fifty, or a hundred miles away from his home town may not be borne out when you do a little "checking." A quiet visit to his own bailiwick, a few casual queries directed to the service station attendant, to a pupil here and there, to a traffic cop, to someone in the post office — these will serve to confirm or deny the validity of your impressions. Naturally, your sampling will be as widespread as possible.

Finally, you must visit the school itself. Here you can see your prospective school head in the surroundings where his reputation — day in and day out — is being made or lost. You won't judge too hastily. You will not, that is, if you are keeping in mind those qualities which you want in your school's principal. You will give him an opportunity to show you around his school. You will encourage him to talk about his accomplishments; his failures (always suspect the fellow who has none!) and his ambitions.

It Is All Important

But perhaps you have been thinking that these are extreme lengths to which to go in the selection of a mere school principal. Think again. You are about to choose the man who will occupy the key position in your community's number one investment. Judged merely from a financial standpoint, the school is the most expensive undertaking of every community — the sole institution in which everyone above the age of three has a share. But far more than that, here is the man into whose keeping you are about to place the children of the community. His ideals, his aspirations, his daily attitude will be reflected in his teachers and, in turn, in the children. If he is a misfit, the community's most costly investment will show a poor return. Every consideration — including a balanced budget — is secondary to the selection of your

school's principal. Nor should you feel that you are employing questionable means in seeking to gain more information than you can find in a written application or a thirty-minute interview. Always remembering that perfection is not of this world,

you do yourselves, your community, and your prospective employee a service in conducting an exhaustive inquiry. If he is the man you want he will understand your motives, rejoice in your earnestness and co-operate in your efforts.

When the Superintendent Crosses State Lines

J. M. Clifford, Ph.D.¹

The successful school administrator frequently finds that after he has served in one state for a period of years he has an opportunity to advance himself professionally by accepting a position in another state. When considering a move to another state, a superintendent or principal must immediately recognize that by making a change he may find himself without retirement benefits or he may face a loss of retirement rights. Neither prospect is comforting. At present the loss or reduction of retirement allowance frequently serves as a barrier to the free flow of school administrators across state lines. This is not desirable since it tends to foster provincialism. Also it may hinder individual advancement.

A solution of the problem of the migrant school administrator may be reached by arranging for some system of reciprocity between state retirement systems. The various teacher retirement systems now in operation range from plans which give no credit for service in another state to systems which give full credit for all out-of-state service, provided other requirements are satisfied. In 26 states a certain amount of reciprocity is in operation since in these states arrangements exist for the interchange of service credit.

States Discourage Transfer

In almost all instances, the transferring school teacher is limited as to the number of years of credit that he may claim and some form of cash payment is generally required. Frequently, the benefits paid to a school employee with service in another state are not as generous as the payment made to a school employee whose service has all been in the one state.

One of the arguments advanced by persons who advocate the extension of social security to cover public school employees is that social security permits migration without loss of retirement rights. Most teachers and school administrators do not favor social security because of the relatively low benefits it provides as compared with allowances paid by school retirement

systems. Arrangement for reciprocity between states affords the answer to the question of social security coverage. As matters now stand, a school administrator may serve the schools for 30 or 40 years in two or three states and then find himself without retirement pension. Such a person is likely to advocate the extension of social security.

The purpose of this article is primarily to call attention to the problem created when a school administrator crosses state lines. The solution of the problem can come only as a result of a long period of study. The Research Division of the National Education Association and the National Council on Teacher Retirement of the N.E.A. have both given consideration to the problem of retirement reciprocity.

Suggested Solution

A possible solution to the problem of providing adequate retirement allowance for school administrators and teachers who transfer from one state to another might be found by the use of one of the following three procedures:

1. More widespread adoption by states of provisions whereby incoming administrators and teachers can purchase credit for school service performed in another state.
2. Arrangement for transfer of retirement reserves from one state to another when a member moves. This calls for the transfer of both the member contributions and the state's share.
3. Provision for deferred retirement allowance. This would require persons leaving the school employ to leave their accumulated contributions in the fund and would permit such persons to draw a deferred retirement allowance at a later date. Probably a specified number of years, such as ten or more, would be required before the deferred allowance would be available. Under this arrangement the retired school employee would receive partial allowances from two or more states. The state where the service was performed would then be responsible for its share of the retirement pension.

¹Secretary, Michigan Public School Employees Retirement Fund, Lansing.

Destroying the Time Lag in Educational Progress

Herbert B. Mulford¹

Superintendents of public schools in a dozen of the suburbs around Chicago have taken first steps to assist in eliminating the tremendous time lag between the discovery of "best educational methods" and their acceptance by the "poorer systems."

At a recent meeting at Northwestern University, where full co-operation was pledged for the university by Dean J. M. Hughes of the School of Education, these men, many of whom were visiting professors of the summer school, formed themselves into a steering committee to organize. Professor Eugene S. Lawler, specialist in school administration at the university, was appointed to expand the group and call a meeting for further action.

The preliminary meeting was for the purpose of ascertaining at firsthand what the metropolitan council in the suburban area around New York has found to be the best procedures for co-operation among neighboring school systems to further the general objective. In that area much assistance has been given by Columbia University. Professor Paul R. Mort of that institution serves as the metropolitan council's secretary. In describing the pattern of operations, which, with modifications, the steering group thought might be serviceable around Chicago, Dr. Mort made a number of significant points:

Surveys show that, according to certain standards, the largest aggregation of the "best schools of the country" are in the suburbs centering upon New York but spreading into the adjacent states. The second largest number of such schools was found to be in similar suburban schools around Chicago, with particular stress upon those of the suburbs north of that city. A third impressive group is in California but apparently without a definite center. Elsewhere there were smaller groups, as, for instance, in the suburbs of Boston and just outside of Detroit.

Effective methods seem to be less easy of attainment in the huge city systems. At least the metropolitan council's pattern provides for limiting memberships to systems of from about 100,000 population downward. An exception of a type has been developed by that council through selecting a small number of "communities" out of the New York city system and having them co-operate as individual members. Possibly the very fact of magnitude in the huge city aggregations of schools contributes to the time lag.

With the tremendous number of educational associations and societies now to be observed all over the field, the steering group wished to know why a new type of organization was needed. The purpose outlined was to tap the resources for research of these "best schools," to determine "what goes on behind the classroom door" to make these schools "best," and to publish pertinent findings.

Under present conditions of flux and change and of the need for publishing houses to safeguard themselves against loss from unsuccessful

textbooks, the lag between the discovery of how a certain procedure helps to make a "best school" and its adoption elsewhere may be from 15 to 25 years. By publishing even a small number of a given study and circulating it intensively within the council membership, the council can aid in financing itself and in shortening the time of communication of ideas. In addition to this type of publishing venture, an exchange news sheet disseminates information of methods teachers have found to be successful.

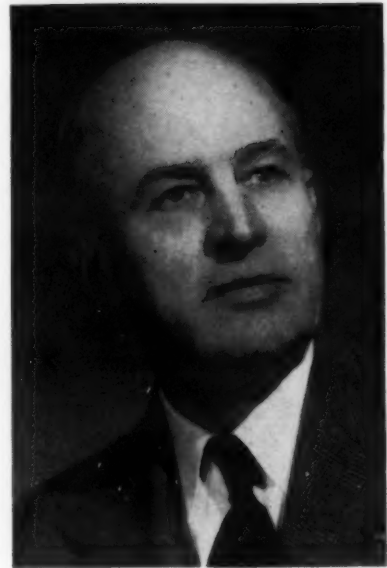
Such a movement is essentially a co-operation among school systems as such, and not of individual administrators or teachers. The co-operation of teachers within systems is pivotal. Thus, although membership dues from the districts are essential for operating expenses, the school boards must approve a considerable additional expense in point of teachers time to attend meetings and contribute toward findings and reports.

Part of the interest which brought about the preliminary discussion at Northwestern University was due to the fact that some of the discussants were already associate members of the eastern group. Stress was placed upon the motivation behind organization, which was what a system could contribute rather than what it could get. This in large degree seemed to be the reason for limiting the membership of such a group. Out of the hundreds of school systems around New York, the membership of the metropolitan council runs around seventy.

It is not expected that the group of the Chicago suburban area will extend much beyond the immediate periphery of the city but dipping into Indiana. Emphasis was placed on the need to have meetings of the group easily accessible to administrators and teachers engaged in the practical work.

The administrators of the elementary school systems around Chicago are already organized as the Superintendents' Round Table of Northern Illinois, which meets once a month. It holds lunch programs and does a limited amount of research. The school boards of Illinois are well organized, and those in the several counties around Chicago work intensively as Tri-County School Boards. Discussions in these groups may overlap. However, the steering group for the new venture is already participating in the activities of the other groups.

It is a striking contrast with the problems of the two groups of eastern and midwestern leaders that in Illinois there is a tremendous amount of separatism. Not only does this exist between the elements of the dual systems, which are made up of separate elementary and high school districts, but also in the total number of 11,880 independent school districts of the state undergoing criticism, with sturdy efforts at reorganization into a workable number. Where the unit system prevails the problems to be handled by any council are manifestly different from where school boards and



Thomas B. Portwood

MR. PORTWOOD ELECTED AT SAN ANTONIO, TEXAS

Thomas B. Portwood, formerly assistant superintendent at San Antonio, Tex., has been elected superintendent of schools, to succeed I. E. Stutsman.

Mr. Portwood obtained his B.S. degree from the Kansas State Normal School in 1919 and his A.M. degree from Columbia University in 1922. He began his teaching career in 1919 as an instructor in the high school at Atchison, Kans. In 1922 he was made a principal, and in 1923 he became superintendent. Since 1929 he has been assistant superintendent at San Antonio, Tex.

He is a member of the N.E.A., the American Association of School Administrators, and the Texas Teachers' Association.

administration are organized as separate entities on two levels.

As a result of subsequent meetings of a steering committee, the following progress may be reported:

Disclosure that faculties of a number of school districts interested in the enterprise are engaged upon important research projects, which seem to have an interest for other districts.

Suggestions that the first logical efforts of a co-operating council would be to gather data on what all interested districts are doing, and that information concerning such activities be disseminated as a first step.

Continued efforts of a steering group to organize upon a functional basis and not necessarily try to follow any predetermined pattern.

In this connection, three major problems are being discussed in this broad suburban area. One has to do with a study of the parent-teacher movement through Northwestern University, financed by the national P.T.A. body. Another is the effort to determine what price the country is now paying for Negro segregation, leadership to come through the University of Chicago and to be financed through the Rosenwald Foundation. And a third almost untouchable subject is on how to activate the recent report on the relation of religion to public education, issued by the American Council on Education.

¹Wilmette, Ill.

A Constant Danger —

FIRE! FIRE!

Gregory Cooper¹

Few readers have heard the panic cry of "fire! fire!" Still fewer have heard the screams of children trapped in a burning building. This is due, thanks be, to our enlightened laws. These laws require safe construction and planning so that every pupil has two means of egress from his classroom. However there still occur a few fatal fires and these should be prevented.

What are you doing to prepare for an emergency exit from your school building? You probably hold fire drills; but do you do so intelligently? Fire drills train pupils and teachers to cope with an emergency. Do you really train for anything? These drills should be an exercise in learning, and the teacher should put some thought into them.

Too many have the wrong philosophy. Recently Cooper was visiting an old school building which was in good condition. He asked the principal if he ever held a fire drill pretending that a stair was blocked and impassible. The principal replied that he had considered doing this but that the local fire chief had advised against it because the confusion might cause some child to get hurt. How dreadful it would be if the building were on fire and the confusion caused someone to be hurt inside of the burning building. That fire chief should be discharged for mental incompetence.

Another instance of improper official attitude was noted in the case of a police and fire chief who purposely pulled the fire alarm without informing any school people. The principal was wild with anger, "It was not convenient at that time" he said, "What if I had been conducting an examination?"

"What if there had been a fire!" replied the chief.

You grown men and women have brains; use them to prevent the few possible fatalities; and incidentally make your drills a learning experience.

Everyone ought to know that fire drills should simulate the real thing and that occasionally different exits should be blocked. Smoke bombs have started panics; still they should be used. Fire always smells bad; the smell should be simulated. Prepare an illustrated lecture for each individual building, showing ordinary fire drills, emergency conditions, blocked exits, and how to cope with them. (Sound cinema is the best method but expensive. Strip film with a lecture, or better with a lecture recorded on disk, is good. Burn some old woolen cloth in a metal pail to familiarize the children with fire smell during the lecture.)

One of the most difficult things to simulate

is surprise. One principal painted an old basketball red with the white letters "FIRE" on it. This was secreted anywhere—in a wastebasket—in the back of a closet shelf—anywhere. When it was found, the finder immediately pulled the alarm. Surprise was always excellent. Incidentally good fire drills cannot be held in bad weather when the children cannot leave the building. It is extremely bad to have them gather inside exits.

Every school building should also be kept on the ready. Stairs and stair railings should be in especially good repair. Floors should be smooth and not slippery. Lighting should be bright, and emergency lighting should be in operation. Hardware should be maintained so as to operate smoothly. Read Cooper's article "Why Not Economize" on page 54 of the April, 1947, SCHOOL BOARD JOURNAL.

The building should be kept clean. Cleanliness is important both to facilitate egress and

to prevent fires. Recently Cooper was commissioned to renovate and add to an old building which had had two fires. The first fire burned off the cupola; the second damaged the roof and attic. What did Cooper find in the attic? He found rubbish and furniture (some of it about eighty years old) stored for "future use." Act like the intelligent humans you are. Don't be squirrels or, worse still, pigs. Use your heads and prepare for a real emergency; make the preparation part of the learning process.

Afterthought: It may or may not be an important lifesaver, but the automatic fire alarm is worth a fortune in insurance policies to protect your investment in buildings. Sprinklers cause too much water damage—often needlessly; but the automatic electric alarm is nearly perfect. It must be connected to the city's alarm system or to the Bell Telephone, if permitted, so as to automatically give warning to someone always at his post.

A large gong on the outside of the building is almost worthless—the passer-by just lets it ring.

Incidentally, we understand that, because the telephone companies have been sued when their system failed, they do not like to render this service.

Fire Prevention in Education

The responsibility of school authorities for safeguarding school property from fire and of fully educating pupils concerning the dangers of conflagration and the responsibility for fire safety is emphasized in the recently issued report of the President's Conference on Fire Prevention, held last May. The report points out that the administration of school properties with respect to fire prevention is a grave responsibility because it is concerned with the safety of lives and the possible loss of property of high value which the public economy cannot afford to lose. "Such responsibility," continues the report, "definitely is a moral one; and in some instances it is a legal one. Under the program of compulsory education, common to all parts of the United States, parents are justified in expecting public and nonpublic schools to provide a maximum degree of protection for their children.

"Parents share a part of the responsibility for maintaining safe conditions; but the responsibility falls principally on those who accept positions of trust in the school system. State officials, and particularly the fire-safety specialists of state departments of education, building consultants, county boards of education, and local school boards must accept a heavy share of responsibility for fire protection. Those concerned also range from the board of regents of a university to the teacher of a one-room country school; from public officials in charge of school property to the custodian who tends a furnace.

"All who have accepted school stewardship in any degree are obligated by that degree to establish and maintain fire-safe conditions within their sphere of influence.

"Fire protection is involved in the management of all properties of the educational es-

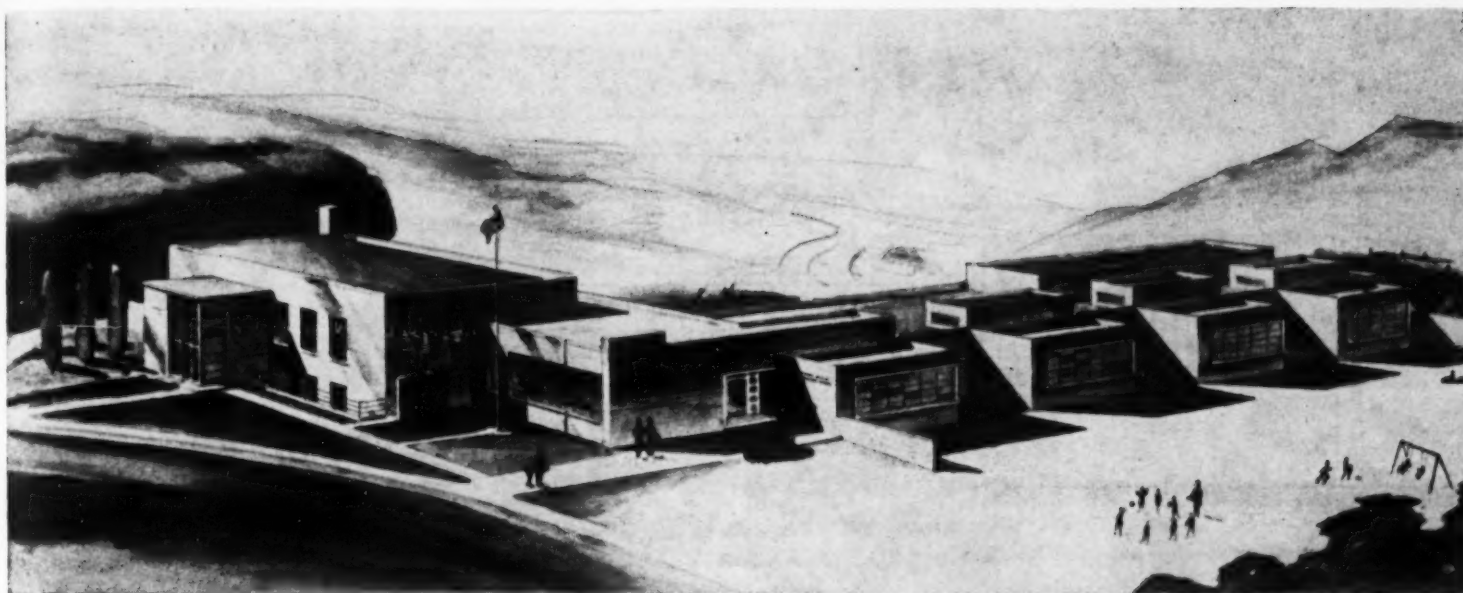
tablishment; the buildings, grounds, and transportation facilities. For all three classes of facilities, good management requires the practice of day-to-day precautions that have long proved essential to reduction of many common fire hazards. In addition, there is presented a continuing challenge to ferret out those special hazards, less generally recognized, but of equal or greater seriousness. Finally, it requires thoughtful planning and frequent drilling to insure, in event of fire, that building or bus evacuation will be prompt and that extinguishing effort will be effective. Any school building that cannot be made to provide reasonably safe evacuation facilities should be abandoned. If the administrator does not know whether his building can be made safe, he should seek the advice of those who do know.

"Experience up to now has shown a dearth of fire-safety knowledge among responsible people outside of the fire service or the fire-insurance business. Fire-prevention education has been of limited effectiveness, due, perhaps, to natural reluctance to study a subject about which there seemed to be no immediate personal concern. More effectively than by any other means so far, the rising tide of losses and the comparatively recent series of holocausts have focused attention on the need for firesafe practices in all places of public assembly, particularly in schools. School officials and their staffs, in increasing numbers, now realize the gravity of the problem and wish for guidance in a continuing program of fire safety."

The report calls attention to the fact that the implementation of a program of education for fire prevention is ultimately the respon-

(Concluded on page 74)

¹Architect, East Milton, Mass.



Proposed Elementary School, Landover Hills, Maryland. — Paul H. Kea Associates, Architects, Hyattsville, Maryland.

A Schoolhouse Laboratory for Living

The board of education of Prince Georges County has let contracts for the erection of a one-story elementary school building that represents on the one hand careful planning for an inclusive educational program, and on the other hand equally careful planning to take advantage of the most recent theory in schoolroom lighting, and the use of entirely new materials and equipment.

The building is planned with the idea of making the classroom serve as laboratories for living. A 13-acre site in an accessible neighborhood of Landover Hills has been purchased for the building. The structure, as completed, will include 9 classrooms, a workshop, an all-purpose room which will be used by the smaller children as cafeteria and playroom, an auditorium-gymnasium, and offices.

The Classroom Units

Each class unit, as may be noted from the accompanying floor plan, will measure 26 by 28 feet, with ordinary window lighting on two sides. As a part of the instructional area, there will be a project room, fitted with a sink and large storage cabinets. Beyond this room there will be separate toilets and washbowls for boys and girls.

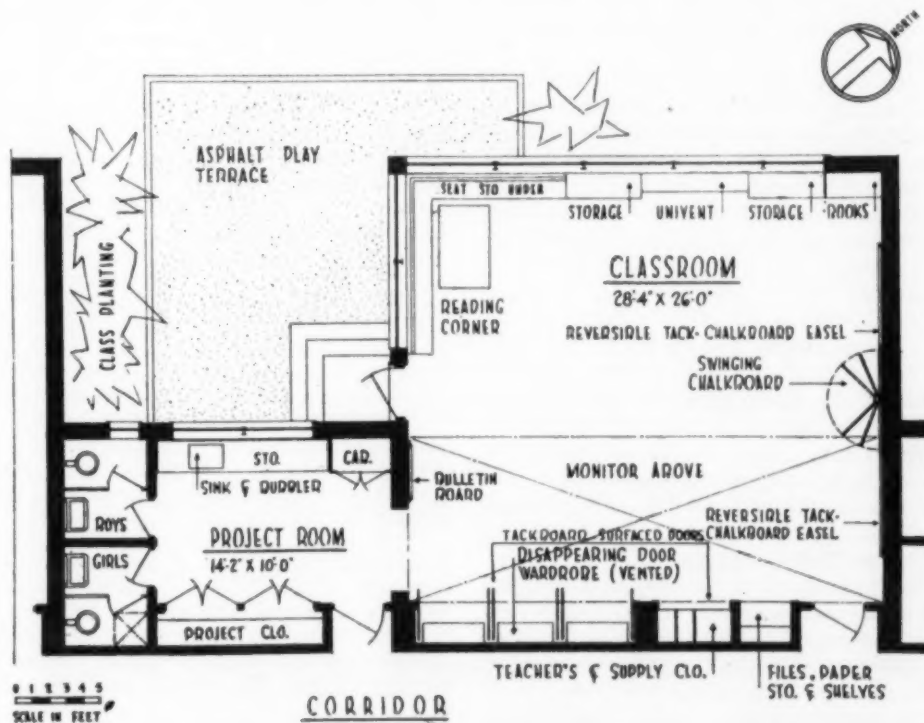
An asphalt play terrace will adjoin each classroom so that in good weather groups of children may carry on play or study activities outdoors. A small area is set aside here for class projects in raising flowers or vegetables.

Lighting of the Rooms

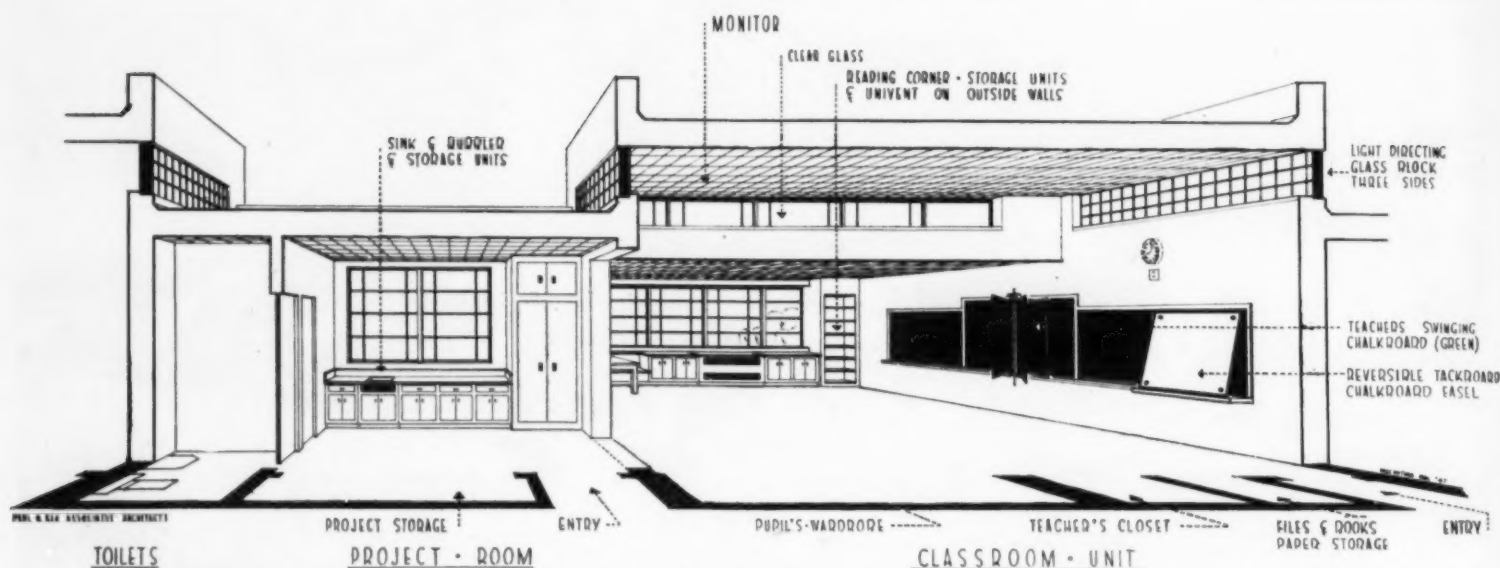
The main classroom has one entire wall, plus part of a second wall, in windows. The portion of the classroom nearest the corridor is carried sufficiently so that glass blocks of

the light-directing type can be placed on three sides of the space above the main roof, and clear glass can be set on the fourth side. The plan has been studied to provide a maximum of light along the inner sides of the classroom and to reduce to a minimum the contrasts which exist in the lighting of the old unilateral fenestrated room. The general size

and shape of the room readily permits the teacher to divide up a class into four or more groups for study, recitation, reading, and other activities, all at work without interference. The wide, ceiling-high opening to the project room permits full view of the activity groups and easy supervision of the entire space, and of the toilets.



Plan of typical classroom, Landover Hills Elementary School, showing the sheltered study and play terraces and the project room.



Sectional view of typical classroom, Landover Hills Elementary School. — Paul H. Kea Associates, Architects, Hyattsville, Maryland.

Permanent Classroom Equipment

The "front" wall of the classroom is to be fitted with reversible tack and chalk boards of the easel type and swinging chalkboards. The wall adjoining the corridor will be used for a vented wardrobe, a teachers' supply closet, built-in files, and storage shelves. The classroom door swings outward within the limit of a recess and will not interfere with corridor travel. Adjoining the outer wall, window seats, two storage cabinets of window-sill height, a unit ventilator, and a bookcase will be arranged.

The unique "monitor" arrangement will allow sunlight to flow into the room at all times. Three rows of light-directed glass blocks are placed on three sides of the monitored area and clear glass is placed above the fourth.

The blackboard area which is limited to one wall is not of the usual black type but is a faint green. Several of the boards can be reversed to be used as tackboards.

It is expected that the reading activities will take place in the corner where the light is the best, and where the books, periodicals, and other materials will be most easily accessible.

Finish Will be Light

To supplement the natural lighting the entire finish of the room, including the floors and the furniture, will be in very light colors. The purpose is to reduce so far as possible excessive light contrasts and to gain the greatest value both of daylight and of supplementary artificial lighting. The lighting fixtures will be of the fluorescent type.

The ceilings will be of acoustic board, and the walls will have tile wainscoting 5 feet high above the floor. The upper walls will be exposed cinder block, painted with a high-reflecting light wall paint.

The electrical equipment will include clocks, program bells, intercommunicating telephones, and radio outlets. Provision will be made for the usual use of visual education aids.

Educational and Architectural Planning

The original educational planning of the building was done by the county school executives and G. Gardner Shugart, superintendent of Prince Georges County. The architec-

tural planning was done by Paul H. Kea Associates, architects, of Hyattsville, Md.

The building will cost in the neighborhood of \$500,000, including a 13-acre tract of land, which is to be arranged for community as well as school play and athletic uses.

New London Begins Co-operative Study of Critical School Problems

The people of New London, Conn., are facing several important decisions concerning the education of their children and youth during the years ahead. These problems which have been developing for several years are now reaching an acutely critical stage.

Because of the significance of these problems the board of education believes it is essential that they be studied and considered by all the citizens. In order to arrive at satisfactory solutions the board has initiated a co-operative study, beginning with September, 1947, and continuing through the school year 1947-48. The study will be co-operative in the sense that both laymen and members of the teaching profession will work together, and also that both elementary and secondary school problems will be studied. In addition to the local board and its professional staff, the boards of trustees of the Bulkeley School and the Chapman Technical High School, and several laymen will co-operate and further assistance will be available through the Department of Education of Yale University.

Four closely related problems are up for immediate study. The first is that of school buildings. Several of the buildings are fifty or more years old and present definite fire hazards. Alterations of present structures, additions, and new buildings will be needed in the near future. The type of building to be constructed will determine to a considerable extent the effectiveness of the education which the children will receive. The board believes that this problem merits careful study by the citizens.

Closely related to the matter of buildings is the second major problem, namely that of the organization of the schools. At present one school enrolls children in kindergarten through grade three, and another, kindergarten through grade five. At least six other schools have various other forms of organization. Most communities have found it possible to give children a better education if the schools are organized in much the same manner. The problem is to select the best type of organization for all the city schools.

The third problem relates to the education of youth of high school age. The board meets its responsibility by sending high school students to three local private high schools to whom the city pays tuition. The board must determine whether the education it is purchasing is adequate in character and reasonable in cost. Two schools have indicated their willingness to co-operate in a study of secondary education.

The last problem relates to the conduct of the business affairs of the board. The effective and efficient use of public funds is the immediate concern of the board members. To insure that each dollar is being spent in an efficient manner is the purpose of the study of the business affairs of the school system.

Following the completion of the several studies, the board anticipates that it will be able to reach satisfactory decisions and be in a position to make recommendations in the spring of 1948. Supt. George R. Chaplin is heading the local professional staff in its participation in the study.

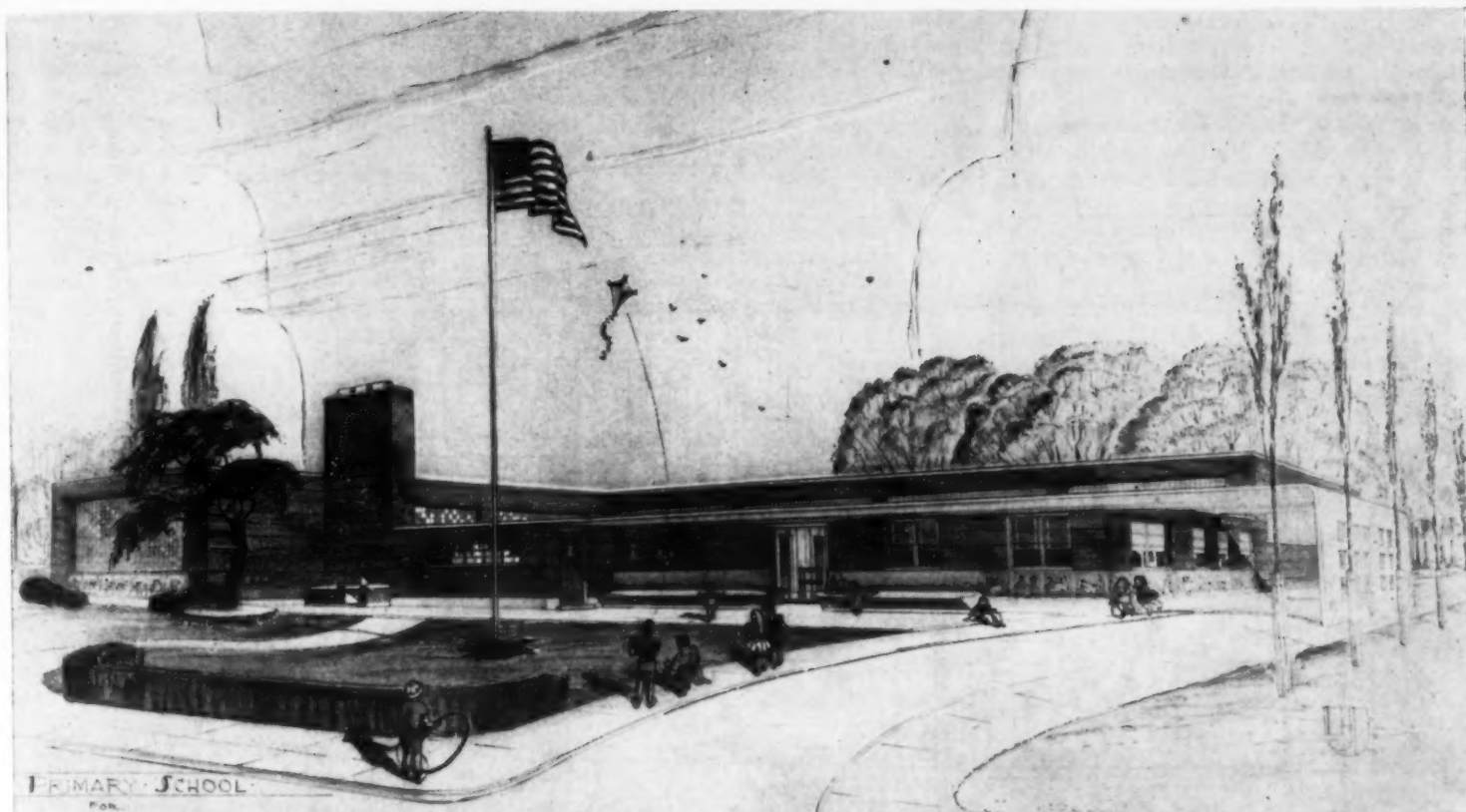


Fig. 1. This primary school building houses kindergarten, first, second, and third grades, and was designed to present a home-like appearance from the front. — Heyl, Bond & Miller, Architects, Allentown, Pennsylvania.

A Primary School Building for Allentown

J. Chester Swanson and Fred W. Hosler¹

In Allentown we have accepted a philosophy of education which makes it desirable to have small educational units for the primary grades. These buildings located close to the residences of the children attending the building, will house kindergarten, first, second, and third grades. These buildings which are neighborhood schools are of the one-story, four-room type. We expect them to become the center of many cultural activities in the residential area in which they are located. The present article is a description of the buildings and how they are planned.

When it was determined to have primary school buildings in our city, we selected committees of teachers of the grade levels to be housed in these buildings to study and plan how a building should be designed to be of maximum use to the teachers and the community for the activities which are part of the school program. Several committees representing kindergarten, first, second, and third grades, and persons representing the community in this area, worked for a period of over a year in determining the educational factors of such a building. As the teachers were planning for such a building, the administrative

staff was working with architects and studying the newer features in school buildings which might be incorporated in a building of this type.

A study was made of newer materials and newer developments in order to determine the best type of construction for such a school building. The teacher committees have been a real source of ideas for such a building and the planning of each building has been an inspiration to them for re-evaluating the present school program in terms of a neighborhood primary school.

The building, as finally designed, is illustrated in Figure 1. It is a one-story building without basement. The front of the building is made to look as noninstitutional as possible for a building of this size. The rear presents the usual long window areas characteristic of schools. The front, however, more nearly approaches a homelike atmosphere than is generally found in a school building. It can be seen from the prospective, in Figure 1, that the front portion of the building which houses the furnace room, the office, teachers' rest room, teachers' workroom, and toilets has a lower roof level than that of the classrooms behind this area and to the left. The class-

rooms have 12-ft. ceilings. This permits clerestory lighting on the inside wall of the classrooms which greatly supplements the natural lighting. The front elevation of the building in Figure 2, shows clerestory lighting above the roof of the front portion of the building and below the roof of the classroom area.

Along the front of the building is a paved terrace with a reinforced concrete overhang giving protection from the weather for 8 ft. from the front of the building. There is also a large, built-in reinforced concrete seat in this area, which adds to the architectural features of the building and will be of use as an adjunct to this play area.

It will be noticed from the elevation, in Figure 2, that there are a number of large concrete panels depicting birds and animals of interest to children and smaller panels for ceramic-tile insets. These features designed and constructed by our art craft class in the high school, will be inserted in position as they become finished. The panels will be left blank, if necessary, for a year or more until adequate designs are available for insertion. This is an example of several ways in which we have attempted to involve community assistance, and the public in general, in the design

¹Allentown, Pa.

and construction of these buildings. We hope in this manner to make the whole community conscious of the construction and use of these buildings and to make them proud of their unique values.

Figure 3 gives the plan of the building. It will be seen that the classrooms are 35 ft. 6 in. by 25 ft. Room 1, which is to be used for the kindergarten, is 54 ft. long. This room is made larger because it is to be used by the kindergarten and also as a community room. One end of the room has been raised about 15 in. in order to provide a stage when the room is used for community programs. A large storage area is provided so that folding chairs are readily available when adults wish to make use of the room.

Only one real decorative feature is designed in the interior of the building and that is a large, built-in aquarium centered in the wall opposite the main entrance. This aquarium will be double faced so that it will be a feature of interest in Classroom 4 as well as in the main hall.

There are doors from the classrooms directly into the playground area, except for Classroom 3. A door was very difficult to design in this room because of the type of window area which occupies the only outside wall of the room. Since the door to this room was very near the main outside entrance, it was not considered desirable to have an additional exit. The door between Classroom 2 and 3 is of an additional advantage, but was placed

made to achieve this condition. The drawing shows the location of radiant heating pipes in the floor. This heating is being placed in all classrooms in the building in order to give the final insurance of dry and warm floors. It is believed that radiant heating will add considerably to the heating of the room. The primary purpose of the radiant heating, however, is to provide a warm floor and not to carry the complete heating load of the classroom. Large unit ventilators will carry the major heating load and provide ventilation at the same time. A floor temperature will be maintained low enough for comfort, and yet insure a warm floor, and the unit ventilators will provide any additional heating necessary. This is the first time radiant heating has been

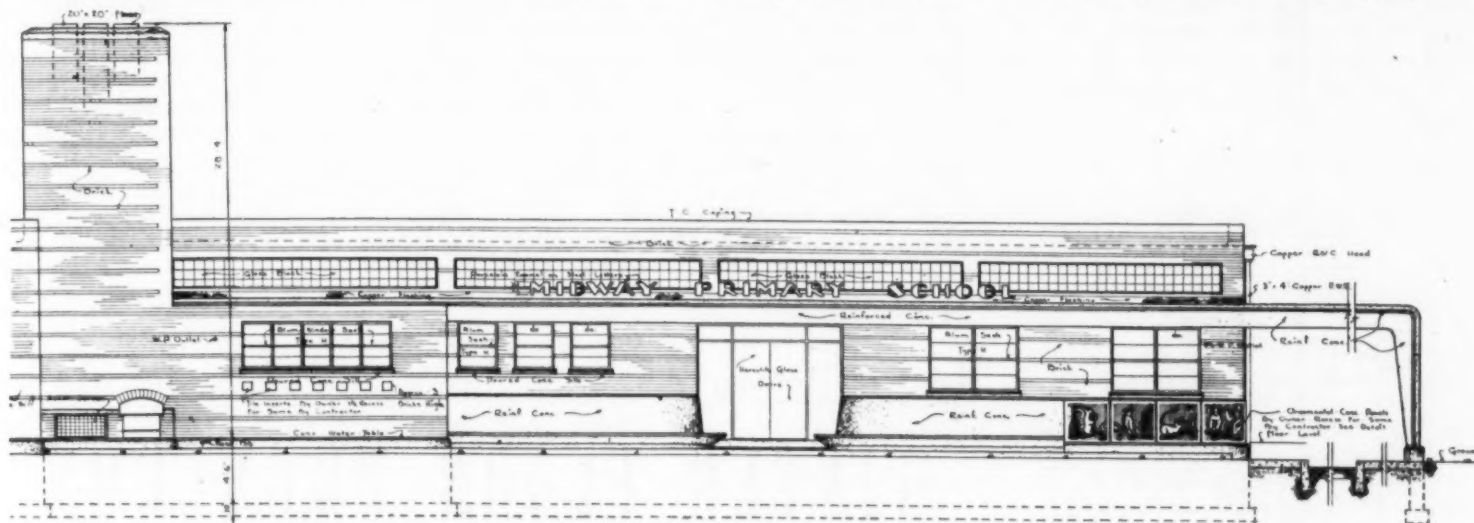


Fig. 2. Front elevation of entrance area, Midway Primary School, Allentown, Pennsylvania.

Toilets were not placed in the classrooms to be used for first, second, and third grades as the teacher committees decided that in such a small building centralized toilets would be adequate, if not preferable, to toilets in the classroom area.

Considerable space was given to a suite of rooms consisting of the office, the teachers' room, and a kitchenette-workroom. The office was placed adjacent to the classroom with the idea that the head teacher of this building would occupy the classroom adjacent to the office, and be readily available to the office and its equipment. The teachers' room is a rest room for the teachers and is to be used for student conferences when the office for any reason is not available. It is expected that the traveling dental hygienist will use this room during her visits. The psychologist, visiting nurse, and others may use the room for interviews, leaving the office free for its regular activities.

The kitchenette-workroom was designed to provide a central work area for the teaching staff, with space for the storage of materials and equipment which the teachers may wish to use jointly in their planning and working activities. The room will house some built-in kitchen equipment permitting its use for a kitchen for social activities for the school or community.

there arbitrarily by the state inspector on what he claimed was a safety factor. The outside door to Room 2 is a double door only because the state inspector considered this necessary.

The floors are concrete, built directly on the ground with asphalt tile as the floor covering. Considerable precaution has been taken in the design of these floors to make them both warm and dry. Figure 4, a cross section of the floor construction, indicates the efforts

used in schools in this area. The architects obtained a specialist to design this feature of the building.

An automatic oil-burning boiler is designed for the building. This type of boiler was selected primarily in order that a matron can be employed rather than a male custodian. It is expected that the matron will assist the teacher in helping with the children, in addition to her duties in keeping the building clean.

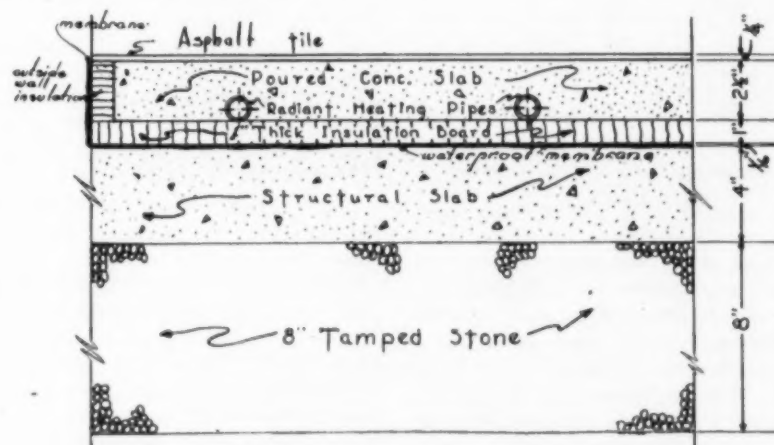


Fig. 4. Cross-section through the floor showing the design features to assure a dry, warm floor.

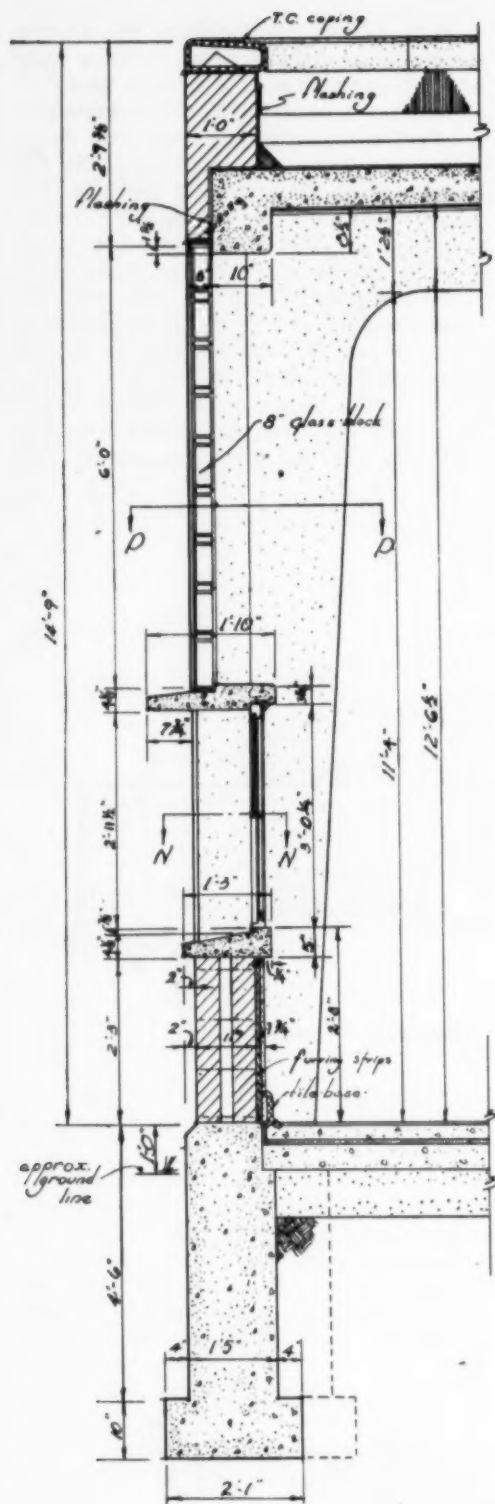


Fig. 5. Cross-section of the window wall showing use of prismatic glass block.

Considerable study was made of the best lighting for these classrooms, both from the standpoint of artificial and natural lighting. An extensive study was made of artificial lighting for classrooms, and as a result of these experiments, slim-line fluorescent lighting fixtures are used. The specifications for artificial illumination designated that the lights should be instantaneous starting, free from appreciable hum and radio interference, and cap-

able of producing an output of above 50 watts per lumen. There are five 16-ft. fixtures, installed at ceiling height and parallel with the window wall. This fixture provides shielding at a 45-deg. angle with the line of vision for persons seated in the room. Long, single, translucent shields exist between each of the fluorescent tubes but without cross louvers. Single louvers are used instead of the standard egg-crate shielding with the idea that they will be more easily cleaned. This type of shielding is experimental in nature, and if it does not give the degree of protection necessary, it may be converted into the standard egg-crate louver.

To obtain maximum use of natural illumination without severe glare, it was decided to use a clear-glass window from the window-sill height to a height of 6 ft., and above this height prismatic glass blocks. Figure 5 illustrates the outside window wall of the classrooms. It is believed that this prismatic glass brick will refract the light rays to the ceiling where they will be reflected to the inside of the room, provide greater illumination on the farther side of the room, and reduce glare at the window wall. This window treatment was studied by both the architects and the administrative staff, and the existing use of pris-

matic glass brick was inspected before the design was accepted. We believe this to be the most satisfactory type of outside wall designed at the present time.

It will not be necessary to use any form of shades or other materials at this wall. In order to give complete protection from the sun in the immediate window area, the glass area has been set on the inside edge of the wall, with considerable overhang in the upper area of the window. This overhang will give ample protection from the sun in the clear-glass area and provide protection from weather in the window area.

These buildings, now under construction, will be available for use before the end of the 1947-48 school term. We feel that no radically new designs or untried materials have been used in the building, but that only proved materials have been incorporated. These features should not necessarily be appreciably more expensive than the more common type of construction. One of the prime reasons for using these features in the building is that they will provide experience as to whether they should be used in larger buildings which may be constructed in the near future.

Helps for Solving —

WINTER FLOOR PROBLEMS

Dave E. Smalley

As with most phases of living, winter brings its special problems in floor maintenance. Floors get dirtier, dangers increase, and materials freeze — all of which facts are common knowledge. How to solve or minimize these problems is not so generally known, and this fact, therefore, seems to justify the present discussion.

Floor Materials in Winter

First, let us consider materials. With the exception of sealers, dry soaps, and cleaning powders, practically all floor maintenance materials are affected in some way by cold weather. Liquid soaps and water waxes freeze and liquid solvent type waxes congeal. Cold floors increase the difficulties during application of finishes.

Liquid soaps are seldom spoiled by freezing, but often the expansion bursts the container and causes a loss from leakage.

Solvent type liquid waxes congeal from the cold but are never permanently injured thereby. Storage in a warm room for a few hours converts them again into usable material. They should not be overheated, however, or they will separate, so avoid placing them against a hot radiator. Since they are usually inflammable *never* store them near a fire.

The water waxes, either of the self-polishing or buffing type, are likely to be spoiled from excessive freezing. They should be stored in a room with a temperature above freezing, but they also are sometimes spoiled by overheating. Water wax emulsions seem to be a good media for certain bacteria, and warmth helps to incubate germs. For that reason more water wax emulsions sour in the summer than in the winter.

But freezing does not always ruin water wax emulsions. A limited amount of freezing seldom injures them, but very severe or prolonged cold frequently causes an emulsion to reverse itself, after which it is useless.

Reversed water wax emulsions become thick and persons not familiar with this phase of the materials sometime add water to thin them, hoping to restore them to normal usefulness. This cannot be done, though they can be used and a fair polish can be produced by buffing.

How Water Wax Is Harmed

In case the reader is not familiar with the changing phase which causes the reversion of a wax emulsion, it may be well to explain it, since the better we understand the things we work with the better the service we obtain from them.

A water wax emulsion consists of tiny particles of wax surrounded by coatings of soap or the latter's equivalent in some type of special emulsifying agent. The first self-polishing water waxes were made by mixing melted carnauba wax with soap and adding water. Great improvements have been made since but the fundamental idea still prevails.

The water soluble film adhering to the outer surface of the wax particle makes the latter water-tolerant or miscible with water. However, a severe shock, chemical or physical, causes the film to break, resulting in the wax surrounding the soap. And since the soap has absorbed most of the moisture, instead of wax being suspended in water the result is soapy water surrounded by wax.

To avoid such trouble it is advisable to obtain freezable material before the cold weather sets in. If you have failed to do this and must have wax, you can play safe by ordering a solvent type wax to tide you over until warmer weather. The solvent type, it must be remembered, is not suitable for rubber or asphalt tile, and it requires buffing to produce a polish.

If, however, you feel you must have water wax shipped in cold weather, let the shipper pick the most favorable time for delivery—still a gamble in any case.

Previous to the war the carriers tried to protect freezable materials, often shipping them in refrigerator cars, but those conditions have never returned. Not only do freezable materials, like floor wax, have to take their chances with the nonfreezable, but deliveries are greatly delayed, thereby increasing the time of exposure. During the past few years even express shipments have frozen on trucks, left outside of overcrowded stations and warehouses. And the carriers disclaim responsibility for such cases of freezing.

If a shipment of water wax arrives frozen, have the carrier so indicate on his receipt. There is always a chance for a claim where the carrier can be proved at fault.

Then store the frozen material for a few hours in a warm room, allowing it to thaw out. After which apply a portion to a varnished or painted surface and note if it dries with a gloss. If it does, the chances are the material is uninjured. But if it dries dull, it is spoiled and will soon reverse itself.

From then on it is a question between you and the shipper as to which will take the loss, or whether you can make the carrier stand it. A few of the larger manufacturers assume such losses as a protection to their good customers, but most small concerns cannot afford it. If you have to buy in the dead of winter, try to give your supplier time to dodge extreme weather—if he can.

When you have trouble with a floor wax, whether in winter or summer, do not be too quick to blame the product. Very often the fault is that of a local condition you do not realize or have overlooked. All manufacturers get back rejected material that is flawless.

If you have trouble with the application of the wax, try it on another room. If it works satisfactorily elsewhere, the fault is not with the wax.

Never pour back into the original supply the leftover water wax into which you have been dipping an applicator. This is an almost certain way to introduce bacteria to your main supply.

The best and safest way to apply liquid floor wax, either water or solvent type, is to pour portions on the floor and spread them out. By this process none is wasted and there is no chance of contaminating the main supply.

Maintenance Problems

As said before, winter weather with its snow, ice, and slush, multiplies the problems of floor maintenance. Floors get dirty quicker and must be cleaned oftener though certain methods can be employed to minimize the increased burden. Clean sidewalks and mats at doorways go a long way toward accomplishing this end, and daily buffings with electric floor machines prevent the accumulation of soil on the floor, and reduce the number of wax applications necessary for best results.

However, it is usually necessary to wax oftener in cold weather than in warm, simply because increased cleaning operations remove more of the wax. Also because the floors are likely to need more protection during the winter, and wax is the best protection available. Mother Nature herself uses wax to protect her products from the elements.

Cold floors, particularly the hard surface types, add to the difficulties of applying floor wax. Especially is this true of terrazzo and cement. The wax has a tendency to congeal upon contact with the cold surface. This is a condition more pronounced in the application of solvent waxes than with the water waxes, but even the latter are affected. It sometimes causes excessive films and unequal distribution and therefore calls for care in application. Mopping beforehand with warm water removes the chill from the floor and makes it easier to obtain a thin, uniform film. However, a little extra rubbing during the process of application should bring satisfactory results. Of course, too much rubbing may ruin the gloss of self-polishing water waxes. They must *not* be rubbed after they begin to dry.

It is never feasible to apply floor wax in a temperature below 40°F. and preferably the room should be 60° or above. Especially is this rule applicable to the solvent type of wax. When applying the latter in extremely cold weather the material can be kept in good workable condition by setting the can or pail of wax in a larger vessel containing hot water.

The Safety Factor

In any building the first condition to consider is safety, and winter weather increases the slipping danger both indoors and out. As in the case just cited for the reduction of dirt carried in from the outside, clean sidewalks and door mats will also reduce the dangers of slipping on the floor inside.

Wet shoe soles or, worse yet, snow or ice incrusts on soles, present a great slip hazard on any surface. Some believe that this hazard is

increased on a waxed floor, but scientific tests do not generally confirm this belief. Certain it is that icy shoe soles find less traction on a hard smooth surface—more on a resilient or rough one. And this condition exists whether the surface is waxed or not. Tests have shown, however, that a dirty waxed surface is somewhat more slippery than a waxed surface that is clean, the obvious reason being that dirt does not adhere to a waxed surface and acts as a portable substance under foot. If areas near entrances are waxed therefore, endeavor to keep those portions of the floor as clean as possible.

Waterproofness of Waxes

Most of the better grades of waxes are now waterproof after they are entirely dry, but they dry more slowly in cold, damp weather. Therefore, the problem of water spotting increases in the winter, and at a time when the traffic of wet feet is greatly increased.

The solvent type waxes are less susceptible to retarded drying in cold weather than the water waxes, but they should be rubbed out well for quicker drying.

Some water waxes dry quickly, too, and become waterproof sooner than others, but usually quick drying is not a virtue. The slower drying products, whether a wax, a seal, or a paint, allow more time for self-leveling, penetrating, and insure better adherence. They are also likely to be tougher and therefore more durable.

Heat is the best medium for drying floor waxes, especially the water waxes, but poorly ventilated rooms, even when warm, retard drying. The air is likely to be moisture laden already with little possibility of absorbing additional moisture.

Therefore, the best method to speed up the drying of wax is polishing. Buff it well with a polishing machine, holding the brush in one place long enough to create heat. In other words, move the machine over the floor slowly. A little water poured on the buffed surface will tell you quickly if you have buffed enough.

If you are prepared for the added problems of winter floor maintenance and handle them with reason and patience you will soon solve and forget them. But if you proceed with summertime routine into the cold months you will find yourself in trouble aplenty.

Board members are required to know much, to deliberate with patience and judgment, and to act with courage and decision. It's a tough job, poorly paid and full of headaches. The only thanks they get is that which comes from satisfied patrons who think to tell them (and these are few) and the votes of those who believe they have done a good job. But the satisfaction they enjoy is great when they reflect that they are working for children today and for America tomorrow. — *Pasadena School Review*.

TRENDS AND COMPARISONS IN CUBIC FOOT COSTS IN PREWAR AND POSTWAR SCHOOL BUILD- INGS IN NEW YORK CITY

N. L. Engelhardt¹

Since July, 1946, the board of education of New York City has let contracts on five new school buildings and six major additions to existing school buildings. The cubic foot costs for these buildings have varied from \$1.04 to \$1.95 per cubic foot. The diagram showing these costs is below. In reading the diagram it should be borne in mind that the five schools—35 Bronx, 102 Bronx, 105 Bronx, 106 Bronx, and 131 Queens—are the additions to existing buildings, and therefore the cubic foot costs are inflated by changes made

BOARD OF EDUCATION—CITY OF NEW YORK

Comparison of Estimates and Bids New Buildings 1946-1947

Total:	1940 estimates	1946-47 low bid	Per cent Increase	Cubature	Cost per cu. ft.**
35 Bklyn., Add. J.H.S.	\$ 920,676*	\$1,568,074	70	1,506,000 cu. ft.	\$1.04
106 Bronx, Add.	607,600	1,176,104	94	922,000 cu. ft.	1.28
102 Bronx, Add.	337,850	686,493	103	422,000 cu. ft.	1.63
157 Queens, J.H.S.	1,170,000	2,324,184	99	1,920,000 cu. ft.	1.20
26 Queens, P.S.	912,000	1,875,237	106	1,615,000 cu. ft.	1.16
105 Bronx, Add.	340,450	652,098	92	421,000 cu. ft.	1.55
174 Queens, P.S.	808,000	1,573,070	95	1,230,000 cu. ft.	1.28
92 Bklyn., Add. West Wing	316,500	600,578	90	505,000 cu. ft.	1.19
22 Bronx, J.H.S.	1,429,625	2,940,451	106	2,380,000 cu. ft.	1.24
131 Queens, Add.	401,330	800,944	100	488,000 cu. ft.	1.95
164 Queens, P.S.	865,882	1,745,376	102	1,400,000 cu. ft.	1.25

*1940 estimate for 35 Brooklyn is based on low bids obtained in 1941, plus estimated cost (at 1940 prices) of postwar changes.

**Cubic foot cost comparison may be misleading due to wide variation in scope of work; also alteration work is included in cost but excluded from cubage.

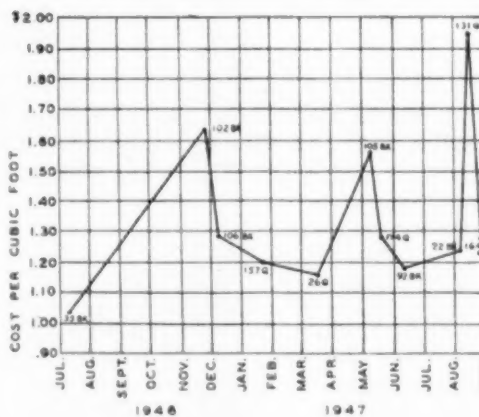
COMPARISON OF ESTIMATES AND BIDS, NEW YORK CITY SCHOOL BUILDINGS 1946-47

General Construction contract	Estimate at 1940 prices	1946-47 contract price	Approx. per cent of increase	Date of bid	Heating and ventilating contract	Estimate at 1940 prices	1946-47 contract price	Approx. per cent of increase	Date of bid
35 Bklyn., Add. J.H.S.	\$ 684,590*	\$ 1,191,840	74	7/8/46	35 Bklyn., Add. J.H.S.	\$ 111,326*	\$ 189,745	70	7/29/46
106 Bronx, Add.	445,000	929,500	109	12/2/46	106 Bronx, Add.	78,600	126,700	61	12/2/46
102 Bronx, Add.	228,000	495,000	117	11/27/46	102 Bronx, Add.	55,000	88,115	60	1/13/47
157 Queens, J.H.S.	860,000	1,788,126	108	1/21/47	157 Queens, J.H.S.	168,000	286,700	71	1/21/47
26 Queens, P.S.	664,000	1,421,700	114	3/17/47	26 Queens, P.S.	123,000	248,975	102	3/17/47
105 Bronx, Add.	234,000	468,000	100	5/7/47	105 Bronx, Add.	56,600	87,858	55	5/7/47
174 Queens, P.S.	617,000	1,213,000	97	5/17/47	174 Queens, P.S.	90,000	178,700	99	5/21/47
92 Bklyn., Add. W. Wing	230,000	482,800	109	6/10/47	92 Bklyn., Add. W. Wing	41,000	54,680	33	6/9/47
22 Bronx, J.H.S.	1,087,000	2,329,000	114	8/8/47	22 Bronx, J.H.S.	190,000	356,450	88	8/8/47
131 Queens, Add.	277,500	589,455	112	8/15/47	131 Queens, Add.	53,000	101,700	92	8/15/47
164 Queens, P.S.	640,000	1,356,000	112	8/22/47	164 Queens, P.S.	106,300	202,860	91	8/19/47
	\$5,967,090	\$12,264,421	105	8/22/47		\$1,072,826	\$ 1,922,483	80	
Plumbing and drainage contract					Electrical and fixture contract				
35 Bklyn., Add. J.H.S.	\$ 60,000*	\$ 102,989	72	12/18/46	35 Bklyn., Add. J.H.S.	\$ 64,728*	\$ 83,500	29	7/8/46
106 Bronx, Add.	37,000	56,581	53	1/6/47	106 Bronx, Add.	47,000	63,323	35	12/2/46
102 Bronx, Add.	24,000	41,265	72	1/13/47	102 Bronx, Add.	30,850	62,113	101	1/13/47
157 Queens, J.H.S.	68,000	114,658	69	1/21/47	157 Queens, J.H.S.	74,000	134,700	82	1/21/47
26 Queens, P.S.	75,500	108,392	45	3/17/47	26 Queens, P.S.	50,000	96,170	93	3/17/47
105 Bronx, Add.	23,000	36,599	59	5/7/47	105 Bronx, Add.	26,850	59,641	122	5/7/47
174 Queens, P.S.	59,000	98,890	68	5/21/47	174 Queens, P.S.	42,000	82,480	96	5/21/47
92 Bklyn., Add. W. Wing	21,000	30,698	46	6/9/47	92 Bklyn., Add. W. Wing	24,500	32,400	32	6/9/47
22 Bronx, J.H.S.	74,000	113,401	53	8/8/47	22 Bronx, J.H.S.	78,625	141,600	80	8/8/47
131 Queens, Add.	37,300	49,789	34	8/15/47	131 Queens, Add.	33,530	60,000	79	8/15/47
164 Queens, P.S.	73,700	98,616	34	8/19/47	164 Queens, P.S.	45,882	87,900	91	8/19/47
	\$ 552,500	\$ 851,878	54			\$ 517,955	\$ 903,827	75	

*1940 estimate for 35 Brooklyn is based on low bids obtained in 1941, plus estimated cost (at 1940 prices) of postwar changes.

in the existing building to get a certain degree of conformity with the new structure. The other costs, which run between \$1.16 and \$1.28 a cubic foot, represent the cost of new buildings which are not affected by the fact that the building is being tied-in with an old structure. These costs of complete buildings resulting from bids taken between January and September, 1947, show no marked trend upward or downward. The board of education is, however, hopeful that, as materials become more plentiful in the general market and labor conditions are stabilized, the trend during the next year will tend to be downward at least to some degree.

School board members will be interested in comparing these costs with the cubic foot costs of the schools completed in the period just prior to World War II. The list of the six elementary junior high schools built in this period is given here.



Contract Prices for New York City
School Buildings, 1946-1947.

Project	Cubature	Bldg. cost per cu. ft.
Jr. High Schools		
Joan of Arc, P.S. 118 Man.	2,532,144	56.94¢
James Fenimore Cooper, P.S. 120 Man.	2,485,000	58.03¢
Elementary Schools		
P.S. 114, Bronx	1,196,000	56.98¢
P.S. 99, Bronx	1,125,000	60.11¢
P.S. 25, Brooklyn	1,960,000	50.87¢
P.S. 31, Queens	1,240,000	48.67¢

A comparison of estimates and bids on all 11 new projects on which the board of education has awarded contracts since the end of the war is indicated in the breakdown for all four types of contracts according to which the board of education builds school buildings.

¹Associate Supt. of Schools, Board of Education of the City of New York.

A Training Program for Cafeteria Personnel

Ruth V. Melges¹

For many years, alert supervisors in every field have realized the need for a training of the heart of their personnel to supplement the training of the hand. The Napoleon Hills and Dale Carnegie have made us all applied psychology-conscious, and we are now as much concerned with developing social attitudes as we are with perfecting mechanical techniques.

The training-within-industry program of the War Manpower Commission proved the value of adding instruction beyond the proper handling of material, implements, and machines. Concrete suggestions for working in harmony with oneself, one's fellow men, and one's environment were found to be worth while.

Now we seek to solve the problems of the postwar era. Dietitians and food managers are still observing the restlessness of labor in this readjustment period. A training program such as we have just completed with the cafeteria personnel of the Montebello Unified School District may be of help to you in achieving the smooth functioning of your food service department.

Results Observed

From our short course consisting of five periods of two and a half hours each, we have already observed constructive results. The personality differences which had been creating friction and dissatisfaction among the workers in individual cafeterias have lessened considerably as the workers learned to analyze their own personalities and reactions. Most of the credit for the recognition of these personality differences must be given to the personality score sheet used as a basis for discussion of this particular point. This was a self-checked list of twenty desirable attributes, such as personal appearance, dependability, and self-control.

Personality, in fact, was the topic discussed at the first meeting. Each group member was asked to give her name, the number of members in her family, the clubs or organizations to which she belonged, and her hobby. Each was asked individually to state the most important task assigned to her. In two cafeterias, personal appearance was careless and indifferent before group discussion took place. Since then, we have had noticeable improvement. Each worker has taken added interest in her own appearance.

Another evidence of progress was the rearrangement of serving counters to give greater eye appeal. In one school, the handling of food in preparation had been a problem. By suggesting to her co-workers additional uses of the mixer, salad tools, and similar equipment, the head worker has improved her

food preparation and stepped up production. The greater skill and interest have been gratifying to the workers themselves, as they see definite results obtained from following some of the simple rules suggested in class.

Morale and Harmony in Work

The workers' morale has picked up and they are convinced that much of their routine can be easier and more pleasant when they work together. Bringing the group together for class discussion in round-table conference has given them an awareness of similar problems in other schools, eliminated much of the fear of their own jobs, and made them all better acquainted.

No organization can function efficiently when personality differences are creating friction among its members. The small irritations on the job which destroy efficiency and retard work have decreased. Only as we teach our employees to analyze their own reactions and help them grow up emotionally will we do away with irritations. Better co-operation has been demonstrated, and the individual job well done has taken on new meaning to the group as a whole. Each worker's awareness of being important to the department has been heightened.

Another noticeable improvement resulting from our training program has been the cheerfulness with which suggestions given in class have been followed on the job.

"I remembered to hold my tongue when Mrs. X got worked up."

"We tried out one of the ideas Mr. D told us about. It worked!"

"I arranged a special list of duties for the new Mrs. S the way we did in class. She seems to be doing better."

Score sheets for performance on the job before and after the class were checked by manager, supervisor, and principal, with constructive results noted in every instance. Interviews were held with all workers taking the training course. Three of the workers in three different units and one manager reported they were able to see ways that had never before occurred to them to assist their fellow workers. By rearrangement of the duties in one cafeteria, everyone is now enabled to finish on time. One efficient worker disliked cleanup routine. She talked it over with the manager and the manager has now changed the schedule to permit a rotation of duties so that everyone is better pleased.

A Follow-up Useful

The week following the close of the class each cafeteria head worker was sent a Job Relations Check Sheet to fill out, and asked to analyze a problem with which she had been having trouble. Out of the six schools only

one head worker failed to follow through on details and fill out the sheet as she had learned in class. The Job Relations Sheets were sent out each month thereafter until school closed, with a hundred per cent participation for the rest of the year.

The advantage of having this training presented by a qualified specialist is that the methods of instruction and procedures set up by the management or department heads are clarified and given added authority. The prestige of a training expert brightens the road and spotlights the goal.

An outline of our program follows. Our five sessions were each two hours long. The first hour was devoted to job relations; the second, to self-improvement.

I. Job Relations

A. General principles and agreement

1. Four-step method of solving a problem
2. Foundations for Good Relations (4)
3. A sample problem

B. Sample problem and 3 problems from the members

C. Ditto

D. Sample problem and 2 problems from the members

E. Two problems from the members and a review and summary plus tying the same principles in with all personnel with whom the member may come in contact.

II. Self-Improvement

A. Discussion of the most important things in the whole of life and a self-test in personality

B. A discussion of the "Six Ghosts of Fear" and a method of solving personal problems

C. An inventory analysis of oneself

D. A short review of the self-inventory test and a discussion of the "13 Major Causes of Failure"

E. A discussion of the following:

1. Seven major negative emotions
2. Seven major positive emotions
3. Effect of negative emotions on living
4. Some true values of life
5. The five basic mental stimuli

The most gratifying outcome of our training course in Montebello has been the fact that each worker has an interest in her job that was not there before. A recent handbook for vocational teachers published by the California State Board of Vocational Education quotes the late Dr. Frank Crane, noted journalist and educator, as saying, "Teaching is lighting a lamp, not filling a bucket." Sometimes you have to fill the lamp with oil and trim the wick before your attempts to light it are successful.

¹Director of Cafeterias, Montebello Unified School District, Montebello, Calif.

Tacoma School Community Surfaces Playfield

A community school project of interest was recently carried out in Tacoma, Wash., sponsored by the P.T.A. of the Washington public school, located in the N. 26th and Proctor Street district of that city.

Last January the parents of children attending that school became indignant because so many youngsters came home with ruined clothes because they had fallen victims to accidents occurring on the rough, chopped up playfield of the school. The parents decided to do something about it.

Volunteers canvassed the surrounding neighborhood, and solicited financial support from the community Kiwanis Club, Scout leaders, merchants, community-minded organizations, and even individuals who had no children. The result was they raised over \$4,000 which they hoped would cover half the cost of installing a completely surfaced, asphaltic playfield for their school. When it

was found that the cost of the project would run to \$10,000, the Tacoma School Board, sensing the aggressive drive and community enthusiasm for the improvement, came through with the balance of the money needed to finish it.

With the opening of the fall school term, the Washington School celebrated the dedication of one of the fine school playgrounds in the Northwest. The new playfield covers the entire square block area surrounding the building itself, and is the first application of its kind in a Tacoma public school.

The project is of standard construction, except that sand and cement were rolled dry onto the surface instead of gravel, thus giving it a smooth top, ideal for skating without danger of bad accidents. It is easily and clearly line-marked with paint for baseball diamonds, and also speeds up softball games. Bicycle riding and races have also proved very

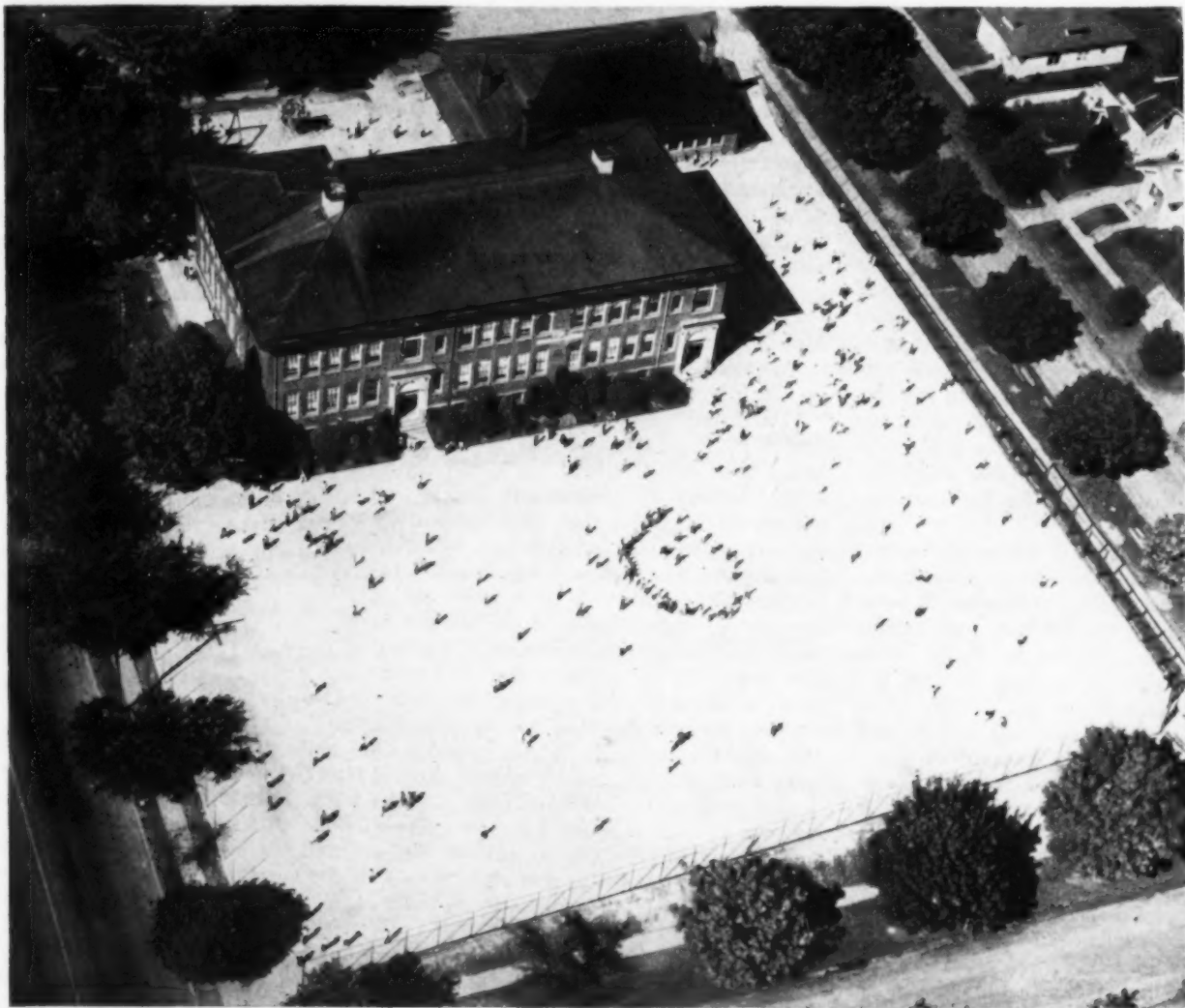
popular on the fast surface. It is constructed with catch basins that even heavy rains drain off as soon as they fall, and the entire playground is surrounded with a high, protective fence.

As a further safety measure, an easy ramp from the playfield to the school building was added to replace former steps, while a special marble playing pit was installed at one end.

The principal of the school, Trygve Blix, is highly pleased with the new playfield setup, stating that more than 200 children take part in skating parties now, where previously they were forced to play in small groups on dangerous, paved side streets. In fact, the enthusiasm of the youngsters for their playground is so great as to require regulatory measures for proper use and control of its facilities.

The whole project has worked out so successfully that the school board has recommended it for other institutions in school building needs survey. Plans for financing similar playgrounds are now under way.

Teaching is an art and like any authentic art should be expected to resist slavery to arbitrary rules of school or community; and the teacher should also know that pedagogical change does not always mean educational progress.—*Edgar W. Knight, University of North Carolina.*



The Attractive Playground of the Washington School, Tacoma, has an all-weather surface and can be used for play immediately after a rain.

School Executives Record Progress Convention of ASBO in Grand Rapids

Progress in school business administration is difficult to record because most beginnings in the definite fields of school finance, building planning and construction, plant operation and maintenance, purchasing, personnel management, all begin as experiments, often in a number of widely separated communities and without reported results. Attendance at the thirty-third annual convention of the Association of School Business Officials, at Grand Rapids, October 6 to 9, made clear that while there is magnificent growth in the career character and the professional achievements of the group, it is difficult to put the finger on any single achievement or set of policies and practices in school business conduct which is outstanding and to say that here are represented the total effects of the collective or individual achievement and progress on local, state, or national levels. Perhaps the finest quality of the American school business executive, as was shown in the convention, is his willingness to re-examine his past performances and to frankly criticize, for example, his buildings or his buying results. Not less fine is his eagerness to study the new undertakings of his associates, and finally his rather conservative desire to make experiments as the best means of solving current school problems. The vast expanse of the United States and the differences in large and small school systems, the extremes in ability to support schools, are further causes for the difficulty of evaluating school business progress. Some of the finest achievements are made under the simplest but most difficult situations. The Grand Rapids meeting did emphasize the fact that the school business departments are as anxious to give ultimate service to the American child and to the effectiveness of the educational process as are the most professional of the teachers and superintendents.

The convention devoted its most serious deliberations: (1) to the newly evolving theories of improving seeing conditions by the use of glass block for natural illumination and of the total conditioning of schoolrooms for comfort, economy, and efficiency in seeing tasks; (2) to the efficiency and economies of panel heating; and (3) to technical progress in school insurance, accounting, and purchasing. H. P. Herington and his Grand Rapids committees provided the finest of hospitality. President Robert W. Shafer conducted the meetings with dispatch, and Secretary-Treasurer H. W. Anderson handled the business affairs with flawless efficiency. The exhibitors who included 69 leading manufacturers tendered a supper to the members on Monday evening.

Building Problems

Postwar problems of school building construction and operation occupied the attention of a large panel group on Monday afternoon, under the chairmanship of John W. Lewis, Baltimore, who set up as a major policy the necessity of planning school buildings, for a life service of fifty years, to meet the broadened educational program which is now developing. High costs should not be allowed to

cramp the education of future generations with hampering school buildings. Rather build less buildings. Dr. H. H. Linn, of Columbia University, called attention to the serious implications of the great increase of the birth rate which will shortly be reflected in a huge rise in the elementary school enrollment. As the enrollment grows, the bulge will progress to the intermediate and the high schools. If, as seems likely, the high birth rate will not persist, the communities which have expanded their plants may find themselves burdened with unnecessary classroom space.

Business Manager Arthur Knoll, of Long Beach, Calif., explained the advantages of the new type classroom developed in Southern California. It measures 30 by 32 ft., has full length windows on one side and on the inside short windows set above the corridor roof. A work area with sink and storage cabinets is part of the room, and bookcases and movable chairs and tables are typical furniture. Buildings are oriented to catch prevailing breezes and louvered overhangs are built to keep out direct rays of the sun on southern exposures. In crowded cities where one-story buildings are not possible, the opinion was expressed that unilateral lighting in rooms not more than 22 to 23 ft. deep may be improved with directional glass block.

State School Financing

Complete state support of a foundation program of education was urged by Dr. Timon Covert, U. S. Office of Education Specialist in School Finance. Legally, education is a state function and while local autonomy and local support of education have appeared dominant in the management of education, the state has authority to determine what program shall be operated and has the consequent responsibility to support the program, at least to share the costs where the districts cannot meet the expense. Legislation in the several states has recognized the justice of this principle so that since 1900 there has been growing participation in both current expenditures and capital outlay. Complete state support of the foundation program of education is desirable, the speaker concluded, leaving to the communities only such outlay as may be needed for enrichment as is locally desired and possible.

O. F. Boyer, a supervisor of the U. S. Department of Agriculture, recounted the history of the federal school lunch indemnification program, initiated in 1936 as a means of disposing of farm surpluses, but which after wide growth as a war measure, was transformed in 1946 into a genuine school lunch program with the interest of children as its central purpose. The present federal appropriations of 65 million dollars for food is inadequate, he said, and should be increased to 200 million dollars in order to make a genuinely effective scheme of child feeding in nonprofit educational institutions possible.

School Lighting and Heating

Robert W. Conder, director of labor relations for the Chrysler Motor Co., provided the members who feel that they have difficult

labor relations problems, with an insight into the vast complexity and the endless difficulties which big industry has in the management of its labor problems and which are essentially human relations problems. A series of solutions which will reduce wildcat strikes and lead to greater trust and mutual confidence can only come when the unions have greater collective responsibility and when big business uses better means of informing labor, better procedures in collective bargaining, and generally kindly, honorable attitudes. The address carries numerous implications for school administrators in setting up policies and procedures in dealing with nonteaching and teaching staffs.

Dr. Wilford Clapp, of the Michigan State Department of Education, in discussing the "Conditioning of Schoolrooms for Visual Comfort and Efficiency," reviewed recent progress in the thinking of medical men, illuminating engineers, architects, school planning experts, and manufacturers in bettering both natural and artificial schoolroom lighting situations. The big problem as seen by men in these related fields is not so much increased light (which should be 30 foot-candles at the working surface) as it is the reduction in the intensity of light at its source and a general reduction in the ratio of contrast between the focal and central fields of vision and the surrounding and peripheral fields. In conditioning classrooms to improve conditions in the direction of comfort and efficiency, and at reasonable cost, it will be advisable to reduce the excessive brightness of windows and of lighting fixtures and to raise the low brightness areas. The latter can be done by painting the ceiling to reflect 80 per cent of the light; the walls and wainscoting, 60 per cent; the furniture, 30 to 50 per cent; the floors, 30 per cent. Natural finishes of maple floors and "blond" finishes or natural finishes of light colored woods on all furniture; minimum use of chalkboards—all these measures will contribute. The control of light must be taken out of the hands of teachers, and further studies must be made of assisting devices like directional glass blocks, fixed louvers, plain and louvered overhangs, etc.

E. P. Lockhart, sales manager of Insulux Products, Owens-Illinois Glass Co., carried forward Mr. Clapp's discussion by an impressive explanation of the light control principles of the Owens-Illinois, No. 351 Directional Glass Blocks that have the quality of redirecting the sunlight on both bright and dark days to the ceilings and inner walls of classrooms. The result is a reduction in excessive brightness near the windows and a marked increase of usable light on the inner rows of desks. A classroom fitted along an entire wall with a vision strip above the sill and above this with directional glass block to the ceiling needs only right decoration and furniture along the lines suggested by Mr. Clapp, and sufficient artificial illumination for extraordinary situations, to be wholly satisfactorily lighted.

Radiant heating has been applied to so few school buildings that a body of reliable experience concerning its value and its special problems is not available. Harold Lockhart, a Morton Grove, Ill., engineer, in discussing its application to factories and which paralleled the needs of schools for providing comfort by balancing the intake and dissipation of heat in human beings, made clear that warming of large areas makes possible satis-

factory conditions at relatively low room temperatures, maintains satisfactory humidity, and in some situations is less expensive than conventional heating. The problem of accurate thermostatic control has not been solved, and the pickup is much slower than schoolmen are accustomed to demand of the usual school jobs. In a factory installation a reduction of 12 per cent in colds has been observed and, in one instance, a saving of nearly 25 per cent in fuel was recorded.

The "Experience" Meetings

As in previous years, the most valuable meetings were the panel-round tables, devoted to (a) finance and accounting, (b) plant planning and construction, (c) plant operation and maintenance, (d) simplified specifications for supplies, (e) lunchroom management, (f) after-school use of buildings.

The finance and accounting section discussed the recent changes in accounting which will make necessary a revision of Circular 302 of the U. S. Office of Education. The school plant planning group urged the need of planning for postwar educational programs. Much interest centered in the new types of activity classrooms, which in California are nearly square, with 900 to 960 square feet floor area for 30 children.

The group on building maintenance and operation centered its discussions on the difficulties of operating central vacuum cleaning systems which, while considered efficient and economical, are objected to by women cleaners. Harold Hynds told of the remarkable achievement of the New York City schools which have saved \$1,750,000 in coal consumption in four years. The new economies are being maintained by a continuous plan of educating engineers, by setting up a use standard for each building, by publicizing the good work of the men. The remedies for nonwearing artificial stone trim, leaking parapets, leaking masonry walls, waste of electric current, the window-breaking vandalism, the waste of paper towels and soap were discussed.

Standards for Supplies

The excellent work begun by H. Spilman Burns in developing simplified standards for school supplies, was reviewed in a panel and round table in which attention was called to the all-important need for making the value of all school articles paramount. The method suggested to arrive at simplified standards, discussed by some 60 purchasing men present, may be summarized:

1. Committees of teachers selected by subject supervisors or superintendent should draw up exact requirements for all articles needed in the briefest possible form.
2. The purchasing agent of the school system, because of his experience and familiarity, should be a member of all committees.
3. A committee of engineers and janitors should work out the specifications for tools and materials needed for building operation and maintenance.
4. In meeting instructional needs, materials selected should do the job as economically as possible.
5. It is unwise to write specifications for any but frequently purchased equipment and supplies.
6. It is necessary to have a testing program and to set standards of quality and performance with which articles are compared.
7. The final instructional values of all goods



C. H. R. Fuller, B.A.Sc.
President, ASBO, 1947-48.

can be checked best "on the job." These tests will help further develop quality standards.

The great variations in drawing up standards, in calling for bids, and in actually placing orders were discussed. Under varying local conditions, it may be advantageous to buy by (1) trade names or catalog numbers, (2) standard samples, (3) drawings and written specifications, (4) market grades. The buyer has complete control of goods purchased under specifications which include an "or equal" clause because he alone can legally determine whether an item "is equal." Specifications and standards are of little value, however, unless they are under constant revision to meet technical progress, changes in the quality and

adaptability of materials and machines, market availability, cost, and most important, adaptability to educational needs. Each community must adopt the purchasing methods which meet its needs.

Tour of American Seating Company

The members of the Association were vastly impressed by the hospitality and the efficiency of the American Seating Company which, Tuesday afternoon, tendered a luncheon and a factory tour to the visiting school business executives. President H. M. Taliaferro in welcoming the Association, pointed out the fact that the company is seeking to meet a four-fold responsibility during the postwar period and is doing so under great handicaps due to a lack of materials and skilled labor. It is first of all seeking to serve the schools with seating fully adapted to the educational needs of the children. It is also trying not to forget its duties to its employees, to the community where it operates, and to its owners. The tour which lasted more than two hours, included the planning and design departments, the testing laboratory, woodworking and finishing shops, foundry and metal fabricating shops, and stock rooms.

The Officers for 1947-48

The Association elected as its officers for 1947-48: president, C. Harvey R. Fuller, business manager of the Public School Board, Toronto, Ont., Canada; vice-president, Walter McLain, business manager, Ottumwa, Iowa; secretary-treasurer, Harley W. Anderson, business manager, Kalamazoo, Mich.; directors: Arthur A. Knoll, business manager, Long Beach, Calif.; F. R. Sherer, architect and superintendent of buildings, Rochester, N. Y.; Thomas W. Cliff, business manager, Atlanta, Ga.; (ex officio) Robert W. Shafer, business manager, Cincinnati, Ohio.

National Council Reaffirms Its School Building Standards

The National Council on Schoolhouse Construction, at its twenty-fourth annual convention, held in Columbus, Ohio, October 10-13, reaffirmed its standards adopted a year ago and devoted its sessions to the discussion of technical advances made in school-plant construction, especially artificial and natural lighting and panel heating. The convention admitted 27 new members, the largest growth in its history, and recorded an attendance of 75 members. President Clapp, Michigan, guided the discussions, and Drs. T. C. Holy and W. R. Fleisher of Ohio State University, provided delightfully typical Ohio hospitality.

The Council based its convention work largely on a discussion of the growing program of American postwar education and its implications for building planning, presented by Dr. Walter D. Cocking, editor of *The School Executive*. The "Principles of Radiant Heating," as applied to schools were discussed by Harold Lockhart, of Bell & Gossett Company, and its special problems and advantages for warmer and colder climates were outlined respectively by Dr. Charles Bursch, California, and Dr. Don Essex, New York State. In spite of high first costs, panel heating affords

greater comfort and economy than conventional heating. Dr. George Bush, of Purdue University, aroused considerable interest in "Heat From the Earth," a newly developed scientific means of using the deep heat of the earth for both heating and cooling buildings.

The report of Charles Gibson, California, on the proposed revision of the I.E.S. Lighting Code, evoked sharp disagreement with the I.E.S. proposal for raising the standard illumination of classrooms from 20 or 22 to 30 foot-candles, as proposed in the May, 1947, draft of the Code. This amount of light would entail the use of fluorescent light and would entail a cost of \$1 per square foot for installation. The I.E.S. engineers seem to be overlooking the necessity of total conditioning of schoolrooms for lighting comfort, particularly the reduction of brightness contrasts. The Council seemed to feel that in the absence of convincing data supporting the need of raising the illumination from 20 to 30 foot-candles, the entire range of problems of conditioning ordinary classrooms should be studied by unbiased groups of ophthalmologists, psychologists, educators, engineers, so that the standards adopted would represent

the best scientific experience for making school lighting conditions comfortable and healthful, educationally effective, and economical.

N. E. Viles, of the U. S. Office of Education, Washington, reviewed the significant technical aspects of the Owens-Illinois Glass Co., booklet on school lighting with the aid of light-directional glass blocks. The practical findings of the Detroit schools, where three large elementary school buildings are equipped with glass block, were outlined by George Schulz, architect of the Detroit schools. In a 12-ft. classroom, the Detroit schools build window sills 36 inches over the floor and place a 36-in. vision strip immediately above and 20 in. back from the outer edge of the wall. Over the vision strip the glass brick are carried on a concrete or steel lintel which is 4 in. deep and 20 in. wide. This serves to shade the clear glass strip and to keep out all direct sun from the pupils' faces. The glass block and clear glass extend from front to back of the rooms and provide 31 per cent of the floor area in effective lighting surface. The vision strip allows for ample ventilation.

The terrifying plight of the German schools, following the war, was presented graphically by Dr. Ray Hamon, who recently spent ten weeks in the American Zone as a representative of the American Army of Occupation. German cities have lost a large proportion of their school buildings and can do little to make replacements because of the absolute lack of coal and raw materials, particularly roofing and glass. Bavaria has had an increase of 370,000 pupils in the past year; 77,000 classrooms were lost by bombings; and even with the sharpest crowding there is a shortage of 35,000 classrooms. Berlin, which has lost one quarter of its four million population, has only 3000 classrooms for 450,000 children enrolled, and needs an absolute 7000 rooms additional. The German rural schools suffered little damage. All over the country there is need for a readjustment of the educational program to aid the formation of democratic attitudes and a complete readjustment of the school plant to implement such a system of instruction. Germany's place in the world as a peace-loving, democratic nation depends on her educational system.

On Monday morning the Council decided to carry forward in 1948 its continuing study of school plant standards by organizing working teams of experts in the several sections of the Standards report. It was agreed to appoint a committee to study existing school plant reporting plans and to help the Conference of State School Executives develop a basic reporting system and record forms for national use.

An informational treat on the extent of the school plant service rendered by the Ohio State University Bureau of Educational Research, under the direction of Dr. T. C. Holy, was provided in a paper intended to describe only the "Plant Planning and Consultation Service," rendered in connection with individual buildings. Dr. Willis A. Whitehead, who is in charge, described the general school plant surveys and the wide variety of help which the Bureau experts are rendering both school executives and school boards and architects and engineers. The Bureau has been genuinely successful in using the co-operative techniques for plant evaluation and planning and for carrying its survey recommendations

(Concluded on page 74)

The Community Teaches

This Course T. A. Shaheen¹

The newcomer to Hopkinton, R. I., is immediately struck by the problems of the organizational make-up of the school—problems whose seriousness to most of the townspeople has been buried in the long accepted practices of years. The major difficulty which is exceedingly rare, is that the tenth year serves as the terminal grade. A graduate of our school must move into the junior year of Westerly's three-year high school. For many of our youngsters this is a tremendous step. It takes some pupils the greater part of a year to make the adjustment; some never do make it. Some of our children must go as far as 16 miles to high school. This distance would not be so distressing were it not that in the early morning and late afternoon several of them must walk or hitchhike four miles to the nearest bus. To reach school at 8:20, many a youngster must leave home at 6:30. Add to this early hour the fact that practically each child lives on a farm and must do the early morning chores, and the fatigue from which most of the children suffer will be readily understood.

Under these conditions is it a wonder that the dropouts before graduation from high school have been 52 per cent? Discussion of this problem seemed to suggest several solutions. We could lengthen the school life of these youngsters by having our own high school. However, because of the size of the community and the large capital outlay involved, this idea did not seem possible. We could eliminate the tenth grade and send all our senior high school pupils to Westerly. Here again there was additional cost and the community only lately had indicated any willingness to take such a step.

Two other closely allied approaches to the problem were suggested: Parent education and pupil education on the importance of the child's remaining in school. We had no adequate facilities to educate the parents of the district, nor did we feel the time ripe for such an attempt. But there was one way we could reach the parent and the child too—through the child. We felt it would be advantageous to present the child with forceful, undeniable proof of the importance of remaining in school. With the child convinced, much argument of convincing value to the parent would reach the home.

We were not foolhardy enough to expect immediate results or reversals in community thinking. The doctrine, "My child quits school at 16" was too widely accepted to be changed very quickly. We did believe, however, that we could and should give the child who left at 16 at least a picture of the world of work he was heading into. Except for farming, his knowledge of occupations was definitely limited. He might have a vague idea of the textile industry, since his father might have worked in one of the several mills in town. Beyond that his knowledge was scant.

We had one other purpose in the course that finally was started. Our community, like many others, needed acquaintance with and

an aroused interest in the school and its educational procedures. We were already using periodic newsletters, frequent reports, newspaper publicity, and talks by the superintendent to inform the public. Here was an opportunity to get the real leaders of the community into the school building, and to show them that we believed they had something to offer the children from their world of experience.

To fit into the above described situation, we instituted a course whose purpose was to give the pupils a broad, general insight into the occupational field. We tapped an obvious source of help, one we believed to be impressive—the experience of local men and women who had demonstrated their worth in many walks of life—men and women whom the children knew personally and with whose accomplishments they were familiar.

The response of these individuals to our request was heartening. Only one of almost twenty asked was unable to find time to present an analysis of his occupation. The former town clerk, a successful and highly admired lawyer, was our first speaker. A state senator from Westerly presented aspects of political office holding and ably described the service of the state legislature and its routine procedures. The city editor of the Westerly paper was so pleased with what we were doing that all the youngsters were given an opportunity to visit the editorial office and to see the linotypes and presses in action. The poultry raiser, the athletic coach and official, the factory employment director, the nurse, the priest, the minister, the teacher, the librarian—these and others graciously presented a picture of their work to the knowledge-hungry children. With some hesitation and yet upon the unanimous request of the children, we invited for a vocational talk the chairman of our school committee, who earns his livelihood as a funeral director. The youngsters were so impressed by the talk that it was voted as one of the most informative.

It was necessary to implement the talks by several preliminary aids and follow-ups. We had a speaker usually every other week. To prevent rambling and lack of correlation between the subject matter of the speech and our program, each speaker was given a suggested outline for his talk. The speakers appreciated this help and the pupils were readily prepared to look for useful points. The week preceding each talk a film was shown to acquaint the pupils generally with the occupation to be discussed. An important part of every talk was the pupils' question period. Rarely was there enough time in the 40-minute period available to answer all questions.

Homework was kept to a minimum. Articles in contemporary magazines were recommended and several general books on occupations were placed on the library shelves. Each child was asked to prepare a notebook covering one occupation each semester. One of the finest statements on the teaching profession we have seen was presented in a note-

(Concluded on page 73)

¹Supt. of Schools, Ashaway, R. I.

The American **School Board Journal**

A Monthly Periodical of School Administration

Edited by

Wm. Geo. Bruce and Wm. C. Bruce

COMPLACENCY IN ADMINISTRATION

MOST school systems are conducted with a minimum of friction and noise and casual attention is consequently paid to them. The superintendent is a competent professional man with a clear understanding of the purposes of the schools and with considerable ability as a leader. The school board too is made up of women and men with civic spirit, with a fairly complete grasp of the total situation, and with sufficient success in their own occupations and private lives to provide rather wise judgment in handling the month to month problems. The entire administration has a rather selfless approach to the whole job of providing the community with schools which will satisfy to a certain extent the need for educating boys and girls to become solid American citizens—socially and economically competent persons, and spiritually and morally good men and women.

Such a situation is not without some dangers, particularly if the community is fairly homogeneous socially and commercially or industrially, and if the municipal government is reasonably stable and clean. It is quite possible, in fact probable, that the community and its school system will become complacent and drift rather than progress educationally. If then the superintendent and the high school principal have strong leanings toward academic education, it is likely that the vocational needs of some pupils will be neglected. If the business manager has a strong yen for economy in buildings or for letter-of-the-law methods of budgeting and accounting, some important educational purposes of the schools will be very gradually subordinated. And if a small, respected group of board members continues in office for many years there will be growing imbalances in the school program until some day an editor or a group of parents wakes up. Corrections in the situation then will assume the proportions of a minor revolution; a new broom will sweep clean.

Every school board has the serious duty of safeguarding itself and the schools against complacency and eventual decline in its own efficiency and in the character of the schools. No board can stand still; no school system can coast along on the

achievements of the past. There must be constant growth and improvement in the philosophy and practice of the schools, in the educational wisdom of the school executives and teachers.

A constructive discontent with the character and extent of the school services, with the financing, with the preparation and growth of the teachers—all these things are necessary and should be encouraged. The editor who is watching the schools, ready to scold in any failure, is a valuable community asset, particularly if he backs his criticism with a suggestion for a better way of doing things. The same is true of any faultfinding citizen or organization so long as they are honest and have the total welfare in mind.

It is of the very essence of democracy that all public bodies and their actions, all public institutions, and all social enterprises shall be under constant challenge, subject to review and change. No school board is meeting its representative responsibility if it does not change its officers frequently and its membership periodically; if it does not get into its membership the new blood and the rising competence of young men and women who are in the process of making their mark. There is no place for complacency in school administration.

THE P.T.A. AND EDUCATION

AN EDITORIAL in the September 15 issue of *The Board of Education*, published by the Connecticut State Department of Education, argues forcefully the necessity for a parent-teacher association in every school.

"It is difficult to understand why an administrator or even a board of education occasionally should oppose the development of a parent-teacher association. Part of the difficulty may be a lack of understanding of the policies, procedures, and methods of the parent-teacher association. And again, there are those who resist the practice of sharing responsibility with the citizens of the community. This point of view is entirely incompatible with the operation of an effective school system. The sooner we adopt a policy of 'growth from the bottom up' and make it applicable even in the local community, the more secure will be our constitutional government and the more effective the democratic system of education.

"The parent-teacher association is the best single vehicle for a strong public relations program. There should be a strong, well-organized association in each community in which there is a school. In the case of a large city, each individual school should have a parent-teacher association."

Almost universally the parent-teacher

association is made up predominantly of mothers, and the fathers of the children take no interest in the organization and exert no influence on its policies or activities. We feel that this is the most serious drawback of the P.T.A. movement. No child can be reared satisfactorily by a mother alone. Children, and boys particularly, need the influence of a father at all times in their lives. American education, too, needs the strong, male influence of the fathers, and generally of the men of the community. Teachers, principals, and school superintendents need to rub elbows with the male heads of families, to defend their views in the light of the workday viewpoints of the dads. There is little hope that the P.T.A. will be much more than shadow boxing on important issues in American life and culture if it continues its policy of limiting itself to the weaker half of the family.

AN ASPECT OF SCHOOL BUILDING NEEDS

AT TWO recent national conventions of school executives charged with responsibility for school building construction and maintenance, questions were raised about the present shortages in schoolroom space. The just emerging problem of the large increase in enrollments in kindergartens and first grades, due to the sharp rise in birth rates since 1941, aroused considerable concern because for at least the next four years, similarly large beginning enrollments are certain to occur, especially in communities where new industries have been located and in the new housing areas of large cities. It is not believed that the recent high birth rate will continue but that it will sharply drop after a few years so that the great increase in enrollments will act as a sort of bulge that will move upward through the school systems and spend itself when the numbers of six-year-olds fall back to lower levels.

The formulation of school construction policies presents a serious problem, especially if extensive new school plants are erected under present high costs. The danger is that communities will have empty classrooms and half empty buildings which represent a drain on school taxes which could be avoided in part or directed to other educational purposes.

At the conventions referred to no answer was given to the questions. In fact, only one commentator suggested that temporary or demountable buildings might serve the purpose with economy. Certainly, no answer applicable to all communities is possible, but every school board and its executives can consider the problem a

challenge to their ingenuity and educational foresight. The co-operation of community planning authorities and of city administrations certainly should be sought to bring the total official thought to bear and to share the ultimate responsibility.

In new housing areas, the new buildings will be needed permanently and only a small recession in attendance is likely to occur so that the unused rooms can be adapted to other purposes. It is in the old areas of cities where present crowding may be followed by a rapid drop in population when the housing shortage is relieved, that the serious troubles will arise. Possibly the idea of making the schools in these areas convertible for use as commercial loft or office buildings may be worth considering if school boards can overcome their resistance to the sale of unneeded schools and sites. It would seem that every local problem must be solved on the basis of a survey of the immediate neighborhood and of all the seen problems.

NEW SUPERINTENDENTS AND OLD

THE new superintendent in any community has a difficult task to perform during his first year of service. Many of his early acts and attitudes will depend upon the success or failure of his predecessor. When December first arrives, the new superintendent who came into a community during the summer, has had the opportunity of getting a fair understanding of the total educational situation. If his predecessor was relatively a failure, he will know what evils exist and how he may attempt to correct them; he will know too, what groups and individuals among the school staff and the board, and what major forces in the community have contributed harmfully or constructively to the situation. If he has been relatively silent about his own policies he may now speak with some confidence about the corrections he wishes to apply, and the higher standards he expects from his teachers and supervisory associates. He may express himself on the basic reforms he will develop with the board's approval.

Quite a different picture is presented in the school where the new man succeeds a superintendent who has had a career, marked by steady progress in the instructional program and the quality of the teaching group. The memory of such a man will enjoy the acclaim of the professional forces and the good will of parent and taxpaying groups. In such a situation it is common sense for the newcomer to continue for the time being the policies of his predecessor and only circumspectly propose broad changes.

It will be further a mark of professional

courage for the incumbent to have a series of conferences with his predecessor, and to discuss with him the problems, the personnel, and the future of the schools. The older man who is rightly disposed will recognize that he himself cannot have done a wholly perfect job, that a new incumbent's approach to problems seemingly hopeless will provide actual solutions. He will provide factual and background information not otherwise available to his successor, and he will do this as a final professional service—tactfully and without embarrassing or influencing the new man.

The new incumbent and his predecessor have responsibilities to each other that may never come into the open. The happier and the more helpful these are, the more efficient will be the schools. And the finest expression of mutual respect will be the avoidance of all public and private expressions about each other in any but factual and commendatory terms.

SCHOOLROOM LIGHTING STANDARDS

THE National Council on Schoolhouse Construction, at its convention in Columbus, Ohio, passed a resolution expressing by implication its disapproval of the newest proposed standards for artificial lighting of classrooms set up by the Illuminating Engineers' Society. The engineers would raise the minimum lighting of classrooms from 20 to 30 foot-candles and would do so without proper regard for other conditions contributory to eye comfort.

It was pointed out at the National Council that, in the latest theory as well as practical experience, it is established that lighting conditions in schoolrooms are strongly affected by the color of walls and ceilings, and by the presence of dark furni-

ture and blackboards. Beyond a certain amount of illumination, eye comfort is promoted not so much by additional light as by a white ceiling, very light walls, and the lightest possible furniture, equipment, and floors. The reduction in the ratio of light-reflecting qualities of the immediate task (book or writing paper, etc.) and the surrounding fields (furniture, walls, etc.) below a 10 to 1 ratio promotes eye comfort more than a higher amount of actual light.

It is to be hoped that the illuminating engineers will give ample attention to the total lighting qualities of schoolrooms and overcome their insistence on the use of illuminating sources of higher power. They can best show their proved interest in the welfare of pupils and teachers if they bring to their help the combined thinking of practical educators, of competent medical authorities, and of psychologists. The latest I.E.S. proposals cannot be defended.

WELL-MERITED RECOGNITION

THE Association of School Business Officials, at its Grand Rapids convention, recognized the outstanding achievements of a Canadian school-business administrator by electing C. H. R. Fuller, business administrator and secretary-treasurer of the Toronto, Ontario, board of education as its president for 1947-48.

Mr. Fuller who has been attending the meetings of the Association for 13 years past has had broad experience as a city manager and engineer, and has been responsible for Toronto's \$25,000,000 harbor development. He served as a captain of the Canadian Army Engineers during three years of World War I. In 1934, he was elected business administrator of the Toronto board of education, and has been responsible for the important improvements since made in the Toronto school-business management and plant maintenance. He has been pronounced in his advocacy of educational purpose as basic to all school-business administration.

Mr. Fuller's election is a tribute to an efficient administrative official and should help cement still more closely the helpful relations which have existed between Canadian school-business executives and their professional associates in the States.

AN OPPORTUNITY

The national effort for saving food on behalf of the hungry nations of Europe should find immediate support in all public schools. The President's Citizens' Food Committee includes Dr. William I. Myers, dean of the College of Agriculture, Cornell University. Dr. Myers has made a special appeal that teachers and pupils support a national campaign.

It is expected that especially home-economics departments and school cafeteria authorities will do a practical job of teaching children types of balanced meals which will save meat, butter, eggs, and wheat products.



Into the Light

— New York Sun

Word From Washington

Elaine Exton

The determined campaigns of the National Education Association, the Citizens Federal Committee on Education, the U. S. Office of Education as well as other responsible national organizations to bring the facts of the educational crisis to the American people are catching on. Newspapers, magazines, and radio programs have succeeded in flashing warnings of the seriousness of the school emergency and its implications in numerous American homes under such stop-look-listen titles as "Our Vanishing School Teachers," "If School Is To Keep," "Stop Cheating Your Children."

The wartime exodus of trained teachers from their classrooms, the dearth of qualified instructors, the decline in teacher preparation enrollments, the frequent inadequacy of teachers salaries are now more than twice-told tales in countless American families, many of whom have had the realities of the situation graphically brought home to them through the experiences of their children with overcrowded classrooms and a bewildering procession of untrained teachers.

Advertising Council's Campaign on School Crisis

Bold bids for attracting public attention to these problems are being promoted by the Advertising Council, a nonprofit organization representing the various branches of the advertising business. Early in the year the U. S. Office of Education and the Citizens Federal Committee on Education captured the interest of Council officials in mobilizing the resources and techniques of advertising in a campaign to disseminate information on school conditions and stimulate public interest in their improvement.

A program for allocating radio time for this purpose was initiated during the week of April 28, 1947. By the first of October, 800 nationally sponsored radio shows had carried messages on the crisis in the schools to an estimated radio audience of 1,200,000,000 listener-impressions.

Within recent weeks 14,000 copies of a booklet prepared by Benton and Bowles, Inc., that emphasizes the stake of business in helping to overcome the crisis threatening the schools have been mailed to leading business firms and advertising agencies. This contains facts about public schools and teachers for business firms to use in preparing advertisements for newspapers and national magazines that will dramatize the values of education and the importance of the teacher.

Plans are underway to develop a "kit" of information materials for use in local communities that will include newspaper mats, radio announcements, and news stories. If present plans carry these will be distributed to local chambers of commerce, advertisers, merchants, newspaper managers, radio stations.

Increased Public Awareness of School Needs

As a result of these efforts to secure public support for increased school budgets the American people are informed and concerned about the plight of the nation's schools to an unprecedented degree. However, the gains that favorable public opinion has made possible during recent months and the fact that school prospects for 1947-48 appear brighter in general than they did for the preceding year do not justify undue complacency or diminished efforts if public education is to receive the increased financial support it needs.

Moreover, the teacher shortage problem, though somewhat abated, is not yet over. On the basis of a quick poll of teacher supply conditions recently taken in ten cities and five counties scattered from Maine to New Mexico the Research Division of the National Education Asso-

ciation reports: "The teacher shortage situation resembles that of a plane which has barely 'cleared the hump.' Conditions are not likely to get worse nor are they getting better very fast. School officials, like the air pilot, are fighting to keep teacher supply and demand under control until more favorable conditions can be reached. A sudden 'boom' in economic conditions will upset the present precarious equilibrium and lead to further shortages in teacher supply; stable economic conditions or a slight recession in non-teaching employment will tend to increase the supply of teachers. . . . The question is whether or not teacher preparatory institutions can turn out a supply of 'career teachers' large enough and soon enough to take the place of many emergency teachers, often married women, who wish to return to homemaking and other nonteaching occupations. Any large exodus of these emergency teachers would quickly produce conditions widely prevalent in the years between 1942-43 and 1944-45."

In announcing that the N.E.A. Research Division is also again undertaking a national survey of teacher supply (results are expected in November), the Division's director, Dr. Frank W. Hubbard, warns that "unless we continue to keep people informed about the schools they will soon turn most of their attention to other issues."

American Education Week

This year American Education Week will be celebrated for the twenty-seventh consecutive time. Miss Agnes Samuelson, staff member of the N.E.A. and associate director of American Education Week, predicts that ten million people over the nation will visit public schools during November 9-15 and that during that period—through radio programs, newspaper stories, magazine articles, exhibits, movies, Sunday observances, special meetings, and messages to homes—information about the achievements and needs of public education will be brought to millions of other citizens.

She reports that in many places American Education Week activities will include: fostering first hand contacts with the public; encouraging visits to see schools in action and become better acquainted with school personnel; interpreting the problems and accomplishments of local school systems; pointing out the values of public education; explaining the kind of school program necessary; discussing such current problems as changes needed in state laws relating to children,

what can be done to attract and hold qualified teachers, what is being done to meet the school emergency.

Representatives of the four sponsoring bodies of American Education Week—the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers—have chosen "The Schools Are Yours" as the general theme for this year's observance in order to emphasize that in a democracy every citizen has a responsibility for public education.

Origin of American Education Week

The origins of American Education Week are rooted in the deplorable deficiencies disclosed by the draft rejections of World War I when 25 per cent of the men examined were found to be illiterate and 29 per cent were found to be physically unfit. Recognizing that these physical and educational inadequacies were a great liability in peace as well as in war and that the conditions responsible for their development must be improved, officials of the newly formed American Legion sought the advice of leaders of the National Education Association and of the U. S. Office of Education on how education could be utilized to solve these problems. Out of these discussions American Education Week was born in 1921 "to remind the people of the fundamental place of education in a democratic nation" and "to increase public understanding and appreciation of the work of public schools." In 1938 the initiating triumvirate was joined by a fourth official sponsoring body, the National Congress of Parents and Teachers.

Importance of Year-round Public Relations Programs

While American Education Week presents opportunities for focusing attention on education and starting new school-community activities, the importance of carrying on a year-round school public relations program should not be minimized. As Dr. Belmont Farley, N. E. A. publicity director reminded in his remarks before the Classroom Teachers National Conference on July 15, 1947: "The first requisite for a successful and effective relationship of the teacher and the public is that the relationship be continuously maintained."

"A continuing (school public relations) program has many advantages. It is conservative. It is possible to hold it to the plane of reason and fact. It is comparatively inexpensive. It need seldom provoke to action the enemies of education. It keeps the public ready for intelligent participation in the solution of educational problems at all times. It tends to avoid minor crises. It is intimately tied up with the concept of education as a responsibility of all the people. Its purpose is so to weave the schools into the pattern of everyday living that a blow to the schools is as keenly resented as a blow to the home and family. Let us use the continuing day-by-day, week-by-week program by all means. Its achievements are more likely to be upon firm and permanent foundations."

This view is also supported by Dr. John W. Studebaker, the U. S. Commissioner of Education, who is of the opinion that "in a democracy the most effective process for achieving the desired improvements in educational services is enlightened school public relations."

Lay Leaders Stress Need for School Public Relations

During the past year lay leaders have also emphasized the importance of maintaining active and continuous school public relations to bring information to the public about the schools. An example follows.

Mrs. L. W. Hughes, president of the National Congress of Parents and Teachers, declared in an address before a convention of the American Association of School Administrators in Atlantic

(Concluded on page 50)

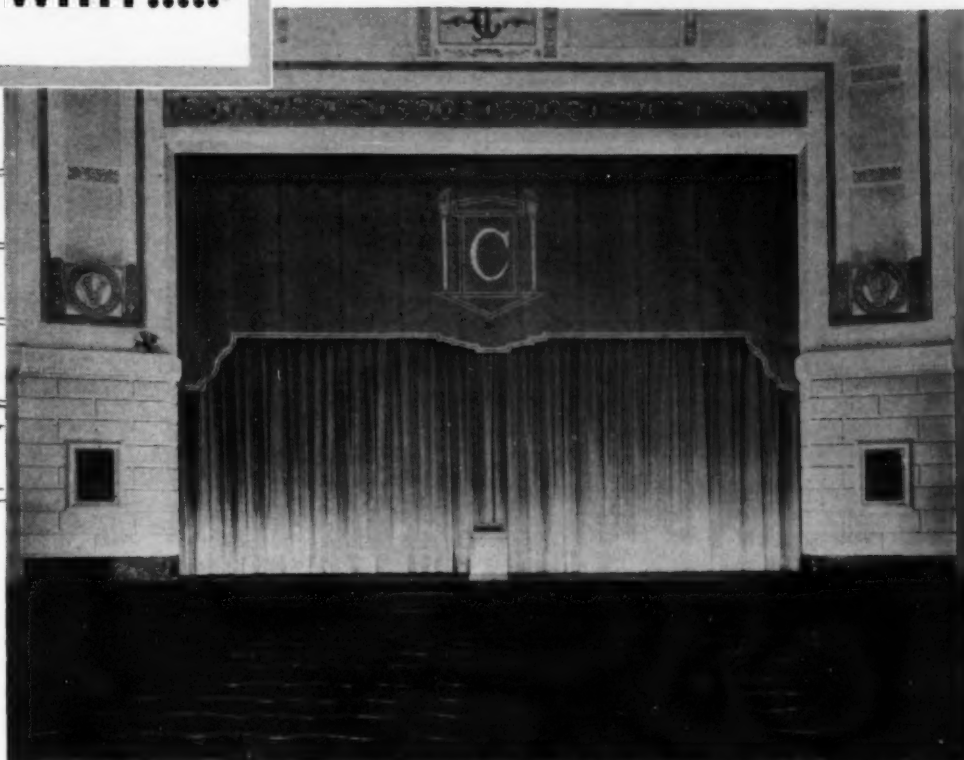
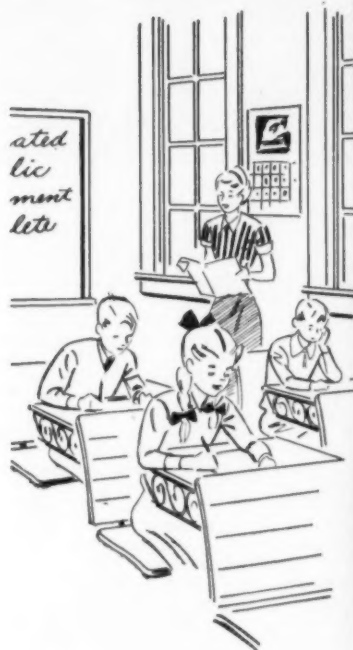


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WORD FROM WASHINGTON

(Concluded from page 48)

City on March 3, 1947: "In the first place, we want to be informed about the needs of our schools more immediately and more concretely than we have in the past. Furthermore, we want to hear about these needs directly from you. Is this asking too much? No, not if we are the chief stockholders in the largest and most important business America has—its public schools. No, not if we are in earnest when we talk about home-school co-operation and what a marvelous force it is. We should have known that a crisis was pending in our schools before that crisis broke; the time to meet danger is *before* it strikes, not afterward. Moreover, we should have been informed at the earliest possible moment by *you*—not when it was almost too late by newspaper editorials and magazine articles, important as these channels are for reaching our eyes and ears.

"The point I want to underline is this: It is the function of the school administrator, aided by the teacher, to keep parents in close touch with all that is happening in the schools. People tend to be distrustful of the things they don't know—or don't understand—but very seldom of the things they have been informed about. And since most parent-teacher members have joined the P.T.A. because their children's education means something mighty important to them, you will, nine times out of ten, find them sympathetic to your views and needs. In fact, you will find them eager to do all within their power to make their schools adequate in every essential."

Some Recommendations on Public Relations

"Improved Techniques of School Public Relations" was the discussion topic of one of the groups meeting in conjunction with the National Conference for the Improvement of Teaching at Oxford, Ohio, July 3-5, 1947. This group, chaired by Claude E. Vick, director of Professional and Public Relations of the Illinois Education Association, reached the following conclusions:

1. School public relations and procedures must be developed which will result in an improvement in teaching.
2. The school program must be interpreted to all who are engaged in education in order that a cohesive, functional program may exist, and in order that the educational worker may be in a position to understand the ends for which he works. Through in-service and pre-service training the teachers must be made aware of the necessity for and the important procedures included in a good public relations program for the schools.
3. The public must receive the facts and a dramatic interpretation of education in all its aspects. The achievements, needs, present program, and future plans can be fully and fairly presented only through a well-organized, responsible public relations organization which has

been sanctioned by the boards of education and which places reasonable emphasis on publicity.

4. To the end that the public may give proper support and have sympathetic understanding of the school, although all pupils, teachers, administrators, and other employees of the school are public relations agents, all school systems should work toward the development of a public relations department which has responsibility and authority equal to that of any other department in the school system.

5. The press, radio, and motion picture industry have made and will continue to make vital contributions to the improvement of teaching. The extent of their effectiveness will be dependent upon the manner, method, and type of information made available for their use.

6. Social, civic, service, and professional organizations should be acquainted with the school programs and invited to participate in its further promotion and development.

7. Local, state, and national professional organizations should utilize all appropriate available materials and techniques to present the curricular and extracurricular activities of the school for the purpose of enlightening the staff and the lay public concerning the status of the school and its possibilities.

8. No legitimate contact between the school and the public which will promote a better acquaintance and knowledge should be neglected.

9. Teachers who are active participants in community activities are, because of the better acquaintance with members of the community, in a strategic position and can give greater aid in interpreting the schools to the community and the community to the schools.

10. At all times the public should be kept informed and asked to co-operate in those activities which will attract and retain competent teachers to the end that existing weaknesses in teaching may be corrected and present strengths emphasized and developed.

11. An organized program of public relations which includes teachers, administrators, research workers and board members, as well as competent persons in the community, is a necessity because the public is entitled to a knowledge of the return it is receiving on its educational investment. For this reason, continuous critical presentation and evaluation of the program will result in better educational opportunities for the children.

ANNOUNCE NEW STAFF MEMBERS FOR U. S. OFFICE OF EDUCATION

Commissioner of Education John W. Studebaker has announced a number of new appointments to the staff of the Office of Education.

Dr. Nolan D. Pulliam has been appointed Specialist in State School Administration in the Division of School Administration. Before going to the Office of Education, Dr. Pulliam served the Arizona State Department of Education as State Superintendent of Public Instruction and as assistant state superintendent. Dr. Pulliam received his A.B. degree from Central College in Fayette,



P. L. Ewing

P. L. EWING GOES TO ROCKFORD

Farmer L. Ewing, formerly superintendent at Alton, Ill., has been elected head of the city schools of Rockford. Mr. Ewing assumed his new duties on November 1.

Mr. Ewing, a native of Illinois, received his education in the elementary and high schools of Casey. He was graduated from James Millikin University in 1923, received his B.S. degree from Illinois University in 1930, and was given the M.S. degree from the same institution in 1934. Later he completed a course at New York University, and is a candidate for the doctor of education degree at New York University which he will receive in June, 1948.

Mr. Ewing has filled various educational offices. He has been active in the Southwestern division of the Illinois Education Association and was president in 1945. He was president of the Illinois Schoolmasters' club in 1946, and is a member of the teachers' welfare committee of the Illinois Association. He is a contributor to the *Illinois School Board Journal* and has prepared several articles for the *AMERICAN SCHOOL BOARD JOURNAL*. He is a member of the Illinois Education Association, the Illinois Association of School Administrators, and the American Association of School Administrators.

Mo., in 1925, his M.A. degree in educational administration from Stanford University in 1932, and his doctorate in education at Stanford in 1946.

Miss Jane Franseth has been designated Specialist for Rural Schools in the Division of Elementary Education. Before going to the University of Georgia, Miss Franseth was supervisor in two Georgia counties and was assistant director of supervisory training at Georgia Teachers College in Statesboro. She came to the Office of Education from the University of Georgia, where she was Associate Professor in Education since 1943. During the past year she had been on leave from the University to study child problems at the University of Chicago.

Ellsworth Tompkins has been named Specialist for Large High Schools in the Division of Secondary Education. Mr. Tompkins came to the Office from the Eastside High School in Paterson, N. J., where he had been principal since 1941. He has had twenty years' experience in radio program production, and has conducted courses in speech and radio at Dickinson Junior College in Rutherford. For two years, Mr. Tompkins has had charge of the workshop in secondary education at the Montclair Teachers' College. He received his B.A. degree from Princeton University in 1924, and his M.A. degree was obtained from Harvard University in 1942.

► DR. JOHN B. GEISSINGER has been appointed Advisory Supervising Principal of the public schools of Riverton, N. J. He will continue to act as supervising principal at Palmyra, N. J., and will be assisted by FRANK E. GROW who will perform the duties of building principal under Mr. Geissinger.

► LESLIE GIFFORD has been elected president of the school board of Dist. 25, in Plano, Ill. ROBERT SEARS was named secretary.

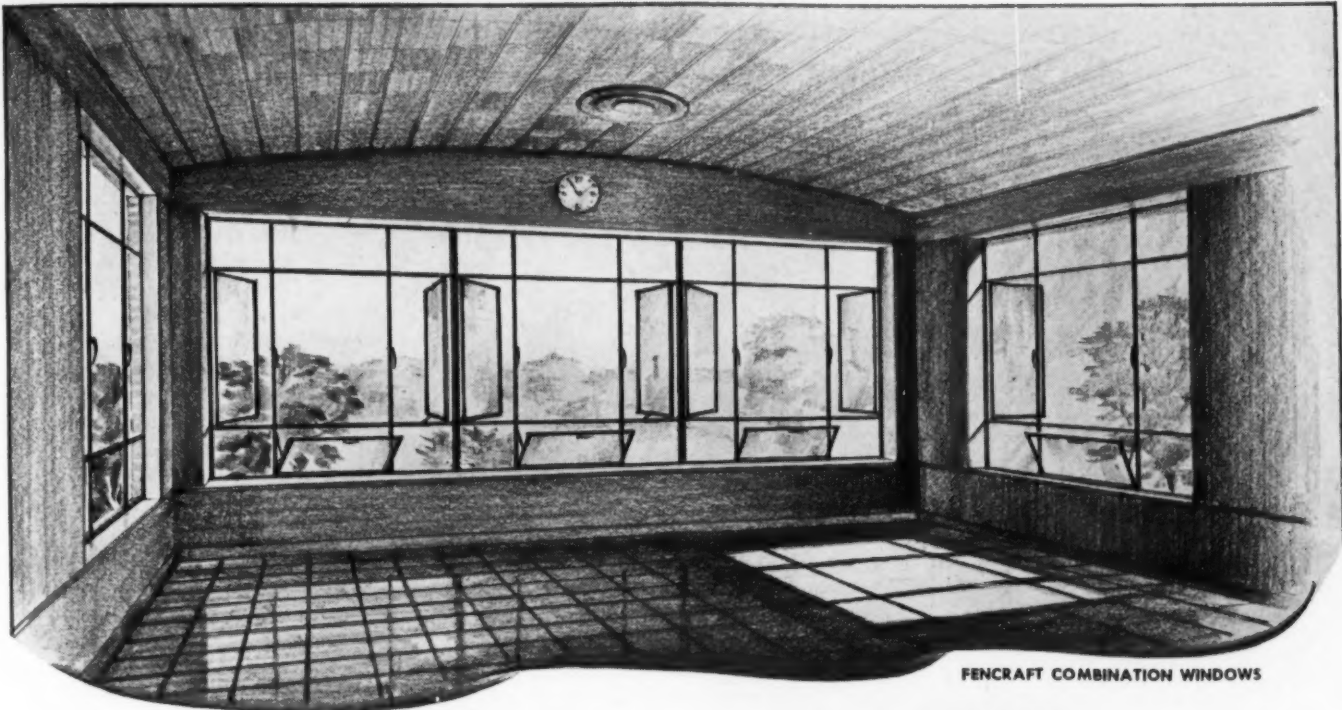
► MRS. ADOLPH EGERS has been appointed to the board of education at Fond du Lac, Wis. Mrs. Eggers succeeds Mrs. Marjorie Hughes, who had been a member for 11 years.



Ellsworth Tompkins



Jane Franseth



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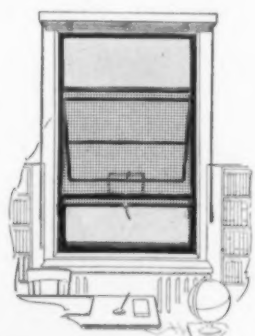
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THE TEACHER SHORTAGE

Frank Henry Selden¹

The June issue of the SCHOOL BOARD JOURNAL brings emphatically to our attention that some change has taken place that has caused a lack of applicants for positions in the public schools: even a tendency of those now employed to vacate their positions. Yet with this acknowledged lack of applicants no remedy is suggested except to increase the salary schedules which are already higher in relation to the incomes of those who pay the taxes than ever before in the history of public education.

At a recent school board meeting we discovered that after taxing our people to the limit allowed by law, getting all the state will provide, and excluding from our budget every item not required by the state administration that we must borrow cash to pay current expenses. With these facts in mind it appears proper that we take up this matter of teacher shortage and public education from a different approach from that common to our professional educators.

We need to recognize the fact that this situation has been brought about by a persistent organized effort on the part of certain college leaders to compel the employment of their graduates while at the same time refusing to harmonize their offerings with the needs of our advancing free society. That several college groups recognize the need of a change in college offerings encourages the belief that the time is at hand to give definite consideration to this situation. This organized activity of college leaders has now attained almost complete control of both public and private education. Leaving our faculty meeting one evening another member said to me, "The X School is to have none but degree people on its faculty. This will compel the discharge of Mr. M. This is too bad for he is the leading member and the one responsible for building up the school; but think what it will mean to our salaries." This is not an isolated case. They are numbered by the tens of thousands.

This college domination soon led to such inefficiency that self-respecting boys and girls preferred to get their education at home. The college group then secured compulsory attendance laws. Dr. J. P. Wickersham, Pennsylvania's great superintendent, stated that no such laws would be needed if the schools were made "fit to attend." Those able to provide a modern education recognized this as true at that time and it is true today.

But the children were forced into the schools and forced to waste their time under the control of miseducated college people. This has led to all sorts of devices to "get by." There was soon an increase of administrative personnel. This offered opportunities for larger salaries and many more of them. Then this overhead began interfering with the room teachers. Even the competent teachers in the schools were no longer able to care

for the individual needs of their pupils. Supervision meant rules for large sections that became the first consideration and reduced the pupils to second place. Then subject matter was reduced to more definite facts to be committed to memory rather than ideas to be studied, understood, and assimilated. "Why bother so much to understand it: Can't you remember it until examination" said a professor to one of his students who was preparing to teach. Not an exception but for the fact that not all traditional type teachers are so frank in their statements.

Then came the official examinations, with questions provided by the head office; and then types of questions to make use of the guesser type of mind such rote drill training develops. This in turn has compelled teachers to quit teaching and devote their time to drilling pupils for these formal examinations. Many of our most valuable teachers have decided that when they can no longer teach they will not remain in the schools. Far more teachers have left the schools because of administrative irritations than because of lack of sufficient salary. Some have taken the position that if the salary is made especially attractive they will remain and do the best they can under the totalitarian control. An exceptionally capable teacher wrote to me saying: "I realize that the methods the superintendent compels me to use results in my pupils getting nothing of value for their time; but it is either do as he dictates or be out of the position."

Turning our schools into memory drills for an examination is an abuse of our young people not equaled by any other government on earth considering what might be provided for them. As grownups we ought to quit complaining about these young people trying to get even by smashing park benches and committing other unsocial acts, and devote our attention to removing the cause.

Now what is the remedy? Allow us school board members to employ the best teachers. See that certification is based on ability to teach rather than upon attendance at college. Then allow these teachers to run their schools in the interests of the boys and girls instead of submitting to the weeds that have grown up under the misguided ambitions of those trained in a foreign type of education. That this will bring the desired improvement is not mere theory. It has been demonstrated beyond question in numerous schools that have been able to escape for a time the totalitarian practices. With teachers permitted to teach there will soon be plenty of competent teachers willing to accept positions in the schools.

I wish to see not a general breaking down of present school processes to force the needed change but a definite, persistent reversing of the course that has been followed based upon a recognition of the fact that an education for a free society can be developed only as it makes use of a personnel developed by that society and uses the subject matter on which the free society rests. Our school board members are in position to see that this improvement is brought about.

¹Lundys Lane, Pa.

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School Administration News

IMPORTANT CLEVELAND CHANGES

In a far-reaching development in the Cleveland public schools, Supt. Mark C. Schinnerer has announced the appointment of an administrative advisory council to provide teacher groups in the system with a voice in the running of the schools. The announcement, which startled teachers and pleased representatives of the teachers' organizations, came at a mass meeting of the system's 3300 instructors, the first of its kind held in that city. Supt. Schinnerer, recently appointed to his position, called the meeting.

The council will be composed of the presidents of the Cleveland Teachers' Association and the Cleveland Teachers' Union (A. F. of L.), another teacher named by each president, an elementary and a secondary school principal, and one supervisor. Supt. Schinnerer said the elementary and secondary principals and the representative of subject supervision would be selected by their respective groups.

"As the name implies," the superintendent said, "the council will advise with me on administrative procedures and policies which are my responsibility by state law or the board's administrative code.

"My motives are very simple, I want your help, and I want you to have a voice. It may be that I shall not always be able to take your advice. That is another way of saying I have no intention of abrogating or side-stepping my responsibilities."

The superintendent, in his address, said he hoped for a longer school day; a longer school year, from the present 38 weeks up to 44 or 48; nursery schools, the junior college, and additional community use of school facilities. The city's four assistant superintendents are to have greater responsibility in the conduct of the system under a plan which Supt. Schinnerer has announced.

Under the arrangement, the superintendent has been assigned four assistants: E. E. Butterfield, first assistant in charge of junior and senior high schools; Dr. William B. Levenson, in charge of the elementary division; John E. Fintz, in charge of special schools; and Dr. Harry E. Ritchie, in charge of curriculum development, administrative authority formerly held by him. Mr. Butterfield will be responsible for physical education, adult and veterans' education, guidance and placement, equipment and supplies. Mr. Fintz, will have school gardens and the psychology department. Dr. Ritchie is to be responsible for educational research, school museums, and libraries. Dr. Levenson will be top consultant for the safety, health, attendance, and school radio departments.

ATHLETIC ACCIDENT BENEFIT PLAN IN BIRMINGHAM

The Michigan High School Athletic Association offers to the high schools of the state an athletic accident benefit plan as an additional safety measure in the administration of high school athletics and physical education. By subscribing to the plan the school assists students and parents in meeting at least part of the costs of scheduling injuries incurred by students.

The Baldwin senior high school in Birmingham, Mich., is participating in this plan and is making the service available to all boys participating in football. All boys covered by the service in football are likewise covered in all other approved sports, physical education, and intramurals. The school pays a membership fee of ten dollars annually. The cost of the insurance is \$1.75 per student.

During the 1946-47 season the high school's participation in the program was as follows: A total of 69 students were covered by the insurance. The sum of \$130.75 was paid into the fund by the high school, of which \$69 was paid by the students, and \$51.75 by the school. A total of \$218 has been received by students in payment of 11 claims presented. The school received \$87.25 more than was paid into the fund. While the program does not expect to cover expenses incurred in injuries, it does give the students and parents some security.

SCHOOL ADMINISTRATION

► Las Cruces, N. Mex. A safety instruction program for boys taking part in the schoolboy traffic patrol program has been introduced. A less intensive program for all pupils is being carried out in the classrooms.

► Governor Mabry of New Mexico has appointed a five-man state board to undertake a survey of the state's educational needs and facilities. The legislature has appropriated \$37,500 to finance the board's work.

► Colorado Springs, Colo. A department of curriculum has been added to the school organization, with two directors devoting part time to the work. The new directors are Dr. Dwight Hamilton, director of elementary curriculum, and Harold Threlkeld, director of the secondary curriculum. The work undertaken at both the elementary and secondary levels is intended for pupils who cannot profit from the program offerings in vocational and college entrance courses.

► Fall River, Mass. The school board has established guidance programs in the junior high schools to reduce student mortality and to insure proper educational and vocational direction.

► Springfield, Ill. A new treatment center for spastic and crippled children has been opened in the Stuart School. At present 27 children are enrolled at the center, where children are treated under a doctor's orders.



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Teachers' Salaries

MINNEAPOLIS VOTES TEACHERS EXTRA-DUTY PAY

The Minneapolis board of education has worked out a complete series of policies and a schedule for the compensation of secondary school teachers who are required to carry on extra-classroom duties.

The school day has been defined as extending from 8 a.m. to 3:45 p.m., with one half hour for lunch and one class period for preparation. No teacher need accept an assignment later than 3:45 p.m., without effect on his status. The extra work does not embrace faculty meetings, work on professional committees, conferences with parents or other teachers, parent-teacher association activities, or similar work of a professional nature. Such general and temporary activities, as well as school parties, commencements, community sponsored pupils' clubs are not to be considered in the compensation program. The pay for any activity is made in money or in a time allowance, and all teachers assigned must be carrying a load of five classes and an advisory duty. Payments are made only through the board of education and are limited to the schedule, except in the case of judges at athletic games who may be paid at prevailing rates.

On October 1 and February 15 each principal is required to file with the assistant superintendent of schools in charge of high schools a complete schedule of the assignments of teachers to extra-classwork, and a copy is to be made available in each building to the teachers. A complete report of the payments is to be compiled each June and made available to all faculty members who may desire it.

The board of education reserves the right to incorporate any extracurricular activity into the program of the usual school day and to discontinue the extra compensation.

Compensation

Directors of intramural activities are to receive from \$50 to \$200 per semester, depending upon the extent of the program and the amount of work.

A maximum of \$100 additional may be paid for the sponsorship of each group of boys in all interschool squad, in football, baseball, or hockey.

The sum of \$150 will be paid to the director of the school yearbook.

The sum of \$100 will be paid to class play directors, directors of festivals in physical education and other all-school performances, directors of debates, teachers in charge of locks and locker management, teachers of swimming, tennis, golf, gymnastics, and wrestling.

For major music and dramatic performances after school hours, \$15 for each performance, with a limit of five per semester.

For directors of school papers or magazines, \$15 for each printed issue, with a limit of ten issues per semester.

The sum of \$350 for the football coach, and \$200 for his assistant; the sum of \$300 for the basketball coach, and \$150 for his assistant; the sum of \$200 for the directors of track and basketball; \$150 for hockey, \$75 for cross country running, and \$50 for skiing. The additional pay for athletic coaching applies only to coaching as done outside of the school day.

The sum of \$125 will be paid to the faculty manager of athletics, and \$50 to \$100 to the equipment manager. Fees of \$4 for afternoon games, and \$6 for evening games; for service assignments during athletic events, operation of audio-visual equipment, and similar activities.

The program, as accepted, has been in practical use for one year.

TEACHERS' SALARIES

► Chicago, Ill. The board of education has approved a division of \$1,879,559 in state aid funds among 15,000 educational employees. A maximum of \$200 has been set so that sufficient



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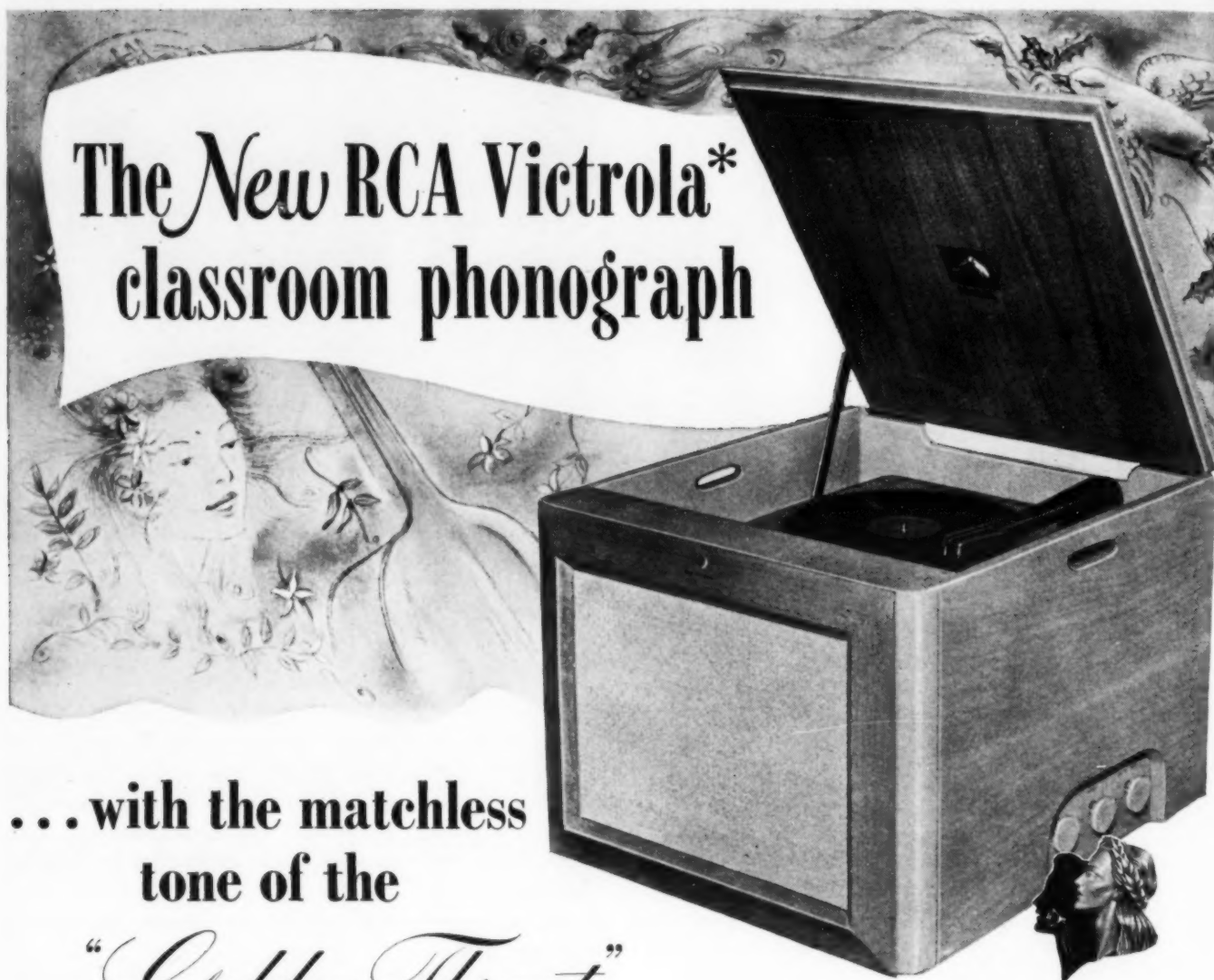
money would be available for distribution among lower-paid employees. The Cook County treasurer has agreed to surrender between \$10,000,000 and \$11,000,000 to the board, one half of which will go toward teachers' salaries.

► Barrington, Ill. In January, 1947, the two boards of education of the community authorized the school faculty to begin a study of principles underlying the setting up of an adequate salary schedule. The study was carried on during the past year, and will be continued in 1947-48. It is expected that a report will be presented to the boards some time during the present school year.

► Kansas City, Mo. A total of 51 teachers are this year receiving salary increases because of advanced training completed during the past summer. Of the 51, one received a doctor of education degree; 8 completed 34 hours' work above the master's degree; 38 received master's degrees; and 8 completed 32 hours of graduate work equivalent to a master's degree.

Under the salary schedule, teachers holding master's degrees receive \$10 a month additional salary the first year after completing the requirements, and \$20 per month in the succeeding years. Another \$10 a month is added to master-degree salaries after the completion of 34 additional hours' study, and \$10 to the holders of the doctor of education degree. Teachers holding bachelor's degrees are required to earn four years of college or university credit every six years.

► Phoenix, Ariz. All teachers have been given increases in salary for the school year 1947. Elementary teachers receive a minimum of \$2,470 and a maximum of \$4,370. Salaries for high school and college faculty members are higher this year by more than \$200. The minimum salary for a teacher with a master's degree and one year's experience is \$2,000, plus a cost-of-living adjustment of \$1,168. The supermaximum for a teacher with a doctor's degree and 14 years' experience is \$5,368.



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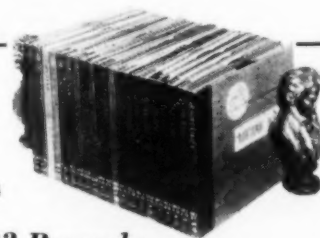
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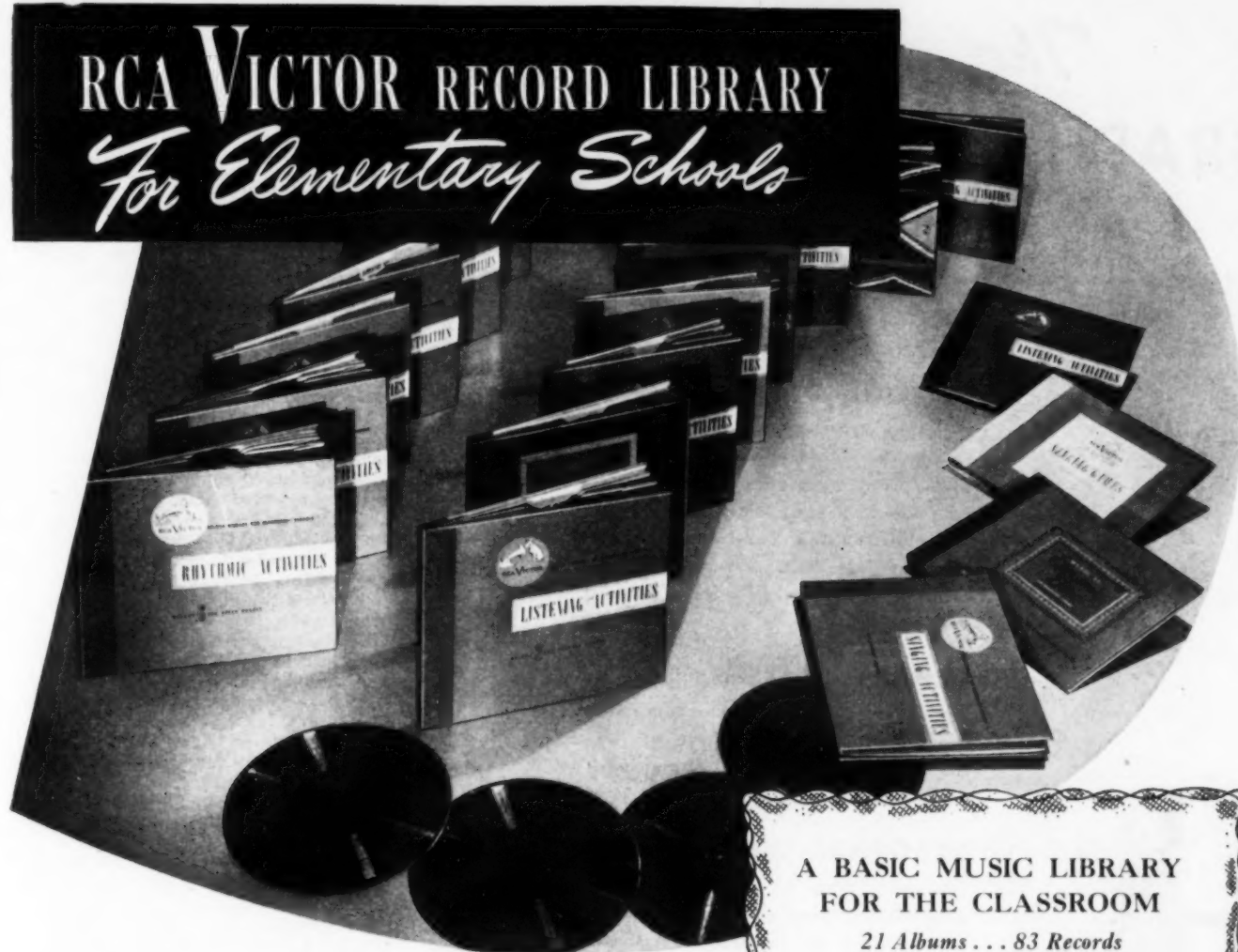
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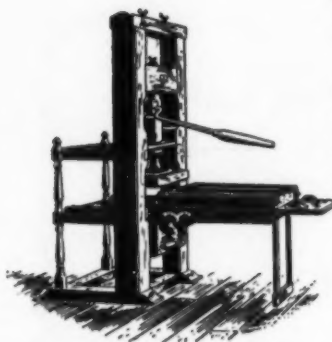
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School Finance and Taxation

► Grand Rapids, Mich. The school board has adopted a deficit budget, calling for \$3,770,250 for 1947, or \$163,288 in excess of anticipated receipts.

► Highwood, Ill. The voters have approved a proposal to raise the school tax limit from 44 cents to \$1. The grade school board immediately filed a \$100,000 tax levy bill with the township treasurer. The new levy includes \$70,000 for the educational fund and \$30,000 for the building and bond funds.

► Fond du Lac, Wis. The school board has voted to ask the city commission for an additional \$29,000 to meet school expenses for the remainder of 1947. The present balance in the school fund is insufficient to meet expenses for the remainder of the year. The situation has been at-

tributed to the increased costs for school supplies and materials and to salary increases for teachers caused by the rising cost of living.

► Alton, Ill. The school board has adopted a budget of \$900,000 for 1947-48, which calls for \$650,000 for the educational fund, and \$250,000 for the building fund.

► Moline, Ill. The school board has adopted its 1947-48 budget calling for an expenditure of \$1,242,391 for the operation of the schools. The budget represents an increase of \$70,479, or a 6 per cent increase over 1946. The larger part of the increase is due to teachers' salary increases.

► Wichita Falls, Tex. The school board has adopted a budget of \$1,278,217 for the school year 1947. The largest item is instruction, which calls for \$74,035 for Negro schools, and \$791,645 for white schools. The sum of \$120,500 is reserved for capital outlay purposes.

► Dallas, Tex. A new maintenance tax of \$1 for each \$100 of assessed property in the Dallas independent school district has been approved by the voters. Of the total amount, 81.41 cents will be used for maintenance, 13.27 cents for interest

on outstanding bonds, and 5.32 cents for interest on bonds approved but unsold.

► Pasadena, Tex. A tax rate increase from 82 cents to \$1.06 on each \$100 of assessed property has been recommended by the school board. The board has adopted a budget of \$904,779 for the school year 1947-48.

► Oshkosh, Wis. The total budget for the school board for the year 1947 amounts to \$1,316,978, which is an increase of \$180,000 over 1946. The increase which amounts to 16.1 per cent, is accounted for largely by salary increases of the personnel, and by a \$50,000 item for the purchase of new school sites. The largest item is \$814,038 for instruction expenses.

► Eau Claire, Wis. The school board has adopted a budget of \$959,673 for the school year 1947-48, which is an increase of \$154,000 over the estimate for 1946. The larger part of the increase is due to teachers' salaries and to increases in the cost of materials and equipment. All teachers have been given annual adjustments of \$75, effective January 1, and principals and supervisors were given similar adjustments. The salary for inexperienced teachers was raised \$100, and the minimum for teachers with a bachelor's degree is \$2,000. The maximum of \$3,075 represents an increase of \$150 over the former amount.

► McAllen, Tex. A budget totaling \$1,089,847 has been adopted by the school board for the school year 1947-48, which is an increase of \$608,870 over 1946. The largest item is \$325,492 for instruction, and the second largest is \$47,817 for the remodeling of one of the elementary schools. It provides \$628,170 for capital outlay, and \$62,000 for debt service.

► The state of New Mexico plans to spend \$18,225,000 on its public schools in 1947-48, compared with \$8,450,000 in 1942-43.

► The Oak Park township high school district at River Forest, Ill., has adopted a budget of \$1,500,000 for the year 1947, which is a 21 per cent increase over 1946. The amount for teachers' salaries has been set at \$635,880, as compared to \$574,000 in 1946.

► Harlingen, Tex. The school board has adopted a budget of \$727,297 for the year 1947-48, which is an increase of \$141,429 over 1946. The largest item is \$337,460 for instructional service.

► Electra, Tex. The voters have approved an increase of \$1.50 in the school district tax for 1947.

► Freeport, Tex. The Brazosport school district board has approved an increase of 35 per cent in school expenditures, raising the budget to \$927,149 for 1947. The largest item in the budget is salaries, which has been increased from \$326,364 to \$480,567.

► Elgin, Ill. A budget of \$927,500 has been adopted by the school board for the year 1947-48, which is an increase of \$218,914 over 1946. The larger part of the increase is due to teachers' salaries and to G.I. college courses.

► Champaign, Ill. The school board has adopted a budget of \$907,768 for the year 1947-48, which is an increase of \$150,000 over 1946. This year's budget will produce a tax rate of 85 cents and a tax levy of \$639,230 for the school district.

ROCKFORD APPROVES NEW TAX RATE FOR SCHOOLS

On October 14, the voters of Rockford, Ill., approved a new 67-cent tax rate for the schools' educational fund, which is expected to yield an increase of \$400,000 to \$500,000 annually in the educational fund. The increase of 30 per cent in the educational fund will insure adequate support for the new salary schedules, and provide for the expansion necessary to accommodate an increasing enrollment due to the high birth rate during the past seven years. The success of the election was due to a referendum campaign conducted by a citizens' good education committee, representing the local commerce body, the junior commerce, the American Federation of Labor, the CIO organization, and the city council of parents and teachers.



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Personal News

KLEMMEDSON NAMED STATE SUPERINTENDENT FOR ARIZONA

L. D. Klemmedson has been appointed State Superintendent of Public Instruction for Arizona, to succeed Nolan D. Pulliam.

A native of Colorado Springs, Mr. Klemmedson attended Colorado schools, including the Colorado State College, and received his bachelor degree in 1923. His master's degree was obtained from the same institution in 1927. He taught at the University of Arizona and took classes in education, philosophy, and language. Two summers were spent at the University of Southern California, studying education, banking, and corporation organization and administration. He has had both teaching and administrative experience. For seven years he was in charge of the colonization program of the Goodyear Tire and Rubber Company at Litchfield Park. He taught

one year at Phoenix College, and served as a visiting professor during the summer months at Colorado State College. During the war period he was in charge of the Department of Vocational Education from 1941 through 1946 and conducted the war production training program.

Mr. Klemmedson has traveled widely throughout the United States, doing educational work and lecturing on educational subjects in schools and colleges. He will serve out the balance of the term of Dr. Pulliam, which ends January 1, 1949.

NEWS OF SCHOOL OFFICIALS

► LEON BROOKS has been elected president of the school board at Sayre, Okla.

► The school board at Parson, Kans., has reorganized with S. H. LOUGHMILLER as president; W. L. MOSHER as vice-president; and WILLIAM DEARTH as clerk.

► GEORGE M. MCLENON has been elected treasurer of the school board at Atchison, Kans.

► The school board at Lawrence, Kans., has reorganized with CORLETT COTTON as president, and HENRY SHENK as vice-president.

► HENRY M. WASEM, president of the school board at Fort Dodge, Iowa, died September 4, after a brief illness. He was a member of the board from 1930 to 1947 and had been president for the past four years.

► FRANK RUSHTON has been re-elected president of the board at Kansas City, Kans. DR. K. C. HAAS was elected vice-president.

► ED. BROCK is the new president of the school board at Sterling, Kans. H. C. BRUCE was re-elected as secretary.

► S. L. DANIEL has been elected president of the school board at Olathe, Kans.

► GEORGE HOSFELT has been elected president of the school board at Massena, Iowa.

► HAROLD F. OHR has been elected president of the school board at Calumet, Ill.

► Denver, Colo. The school board has voted to employ an assistant to the business manager of the board. The new employee will be an accountant who is capable of handling the budget operations.

► GEORGE REED has been elected president of the school board at Onalaska, Wis.

► W. G. ECKLES, formerly director of the Division of School Building Service for the State Department of Education of Mississippi, has accepted a similar position in the state of Maryland. Mr. Eckles had been a member of the staff of the state department since 1928.

► T. H. NAYLOR, formerly county superintendent of education for Hinds County, Miss., has been appointed director of the Division of School Building Service, to succeed W. G. Eckles.

► HERBERT SHADDIX, of Tupelo, Miss., has been appointed supervisor of distributive education in the Division of Vocational Education at Jackson.

► DR. JOHN GUY FOWLKES has recently been appointed dean of the School of Education, of the University of Wisconsin. He was formerly director of the summer session.

► J. B. JOHNSON has been elected superintendent of schools at Alton, Ill., to succeed P. L. Ewing who has gone to Rockford.

► MISS MARY A. CAMPBELL, formerly supervisor of elementary education in New Britain, Conn., has been elected assistant superintendent of schools for a two-year term, with an addition of \$500 in salary.

► A reception was held in the high school auditorium at Wickford, R. I., on November 12 to honor HIRAM A. DAVIS, who has completed 25 years' service as an educator in North Kingston.

► W. E. WILSON, of Lebanon, Tenn., has accepted the superintendency at Humboldt.

► MARTIN W. ESSEX, of Ferndale, Mich., has accepted the superintendency at Lakewood, Ohio. He succeeds Paul A. Rehms.

► RUSSEL WILSON, of Alpena, Mich., has been elected president of the Michigan Superintendents' Association.

► MARTIN NELSON has retired as a member of the school board of Dwight, Ill., after a service of 38 years as a member, and several years as president.

► RAYMOND HUFF, chairman of the New Mexico State Board of Education, has been elected head of the new five-man educational survey board which is to survey the state's educational needs and facilities. The sum of \$37,500 has been appropriated by the legislature to finance the survey.

► DEAN MILLER has been appointed state director of the school lunch program for New Mexico.

► GARETH H. DOMINY, of Homer, Mich., has accepted the superintendency at Cassopolis. He succeeds Fred E. Strong, who has taken a similar position in Inlay City.

► DALE V. SWANSON has been appointed director of special education for the State Department of Education in Indiana.

► DEWITTE OGAN has been named acting superintendent of schools at Seymour, Ind., to succeed N. J. Lasher, who has been given a three-month leave of absence.

► SUPT. C. A. BROTHERS, of Dwight, Ill., has been re-elected for his thirty-sixth year as head of the public schools.

► WILLIAM J. BURBANK, a member of the school board of Dalton, Mass., died on September 15. He had been a member of the board for two years.

► The school board at Fond du Lac, Wis., has reorganized with ROY THIEL as president; DR. J. C. YOCKEY as vice-president; and RALPH MILLER as secretary.

► HARRY C. BANCROFT, supervisor of maintenance for the East St. Louis board of education, died on September 14.

► HAROLD BEDELL has been elected president of the school board at Augusta, Kans.

► JAMES J. MAHER, chief engineer of the Boston school system, has retired after 45 years of service. He was graduated from the Massachusetts Institute of Technology in 1902 and immediately entered the employ of the Boston Schoolhouse Department. In 1919 he was made a schoolhouse commissioner and as such was responsible for developing specifications and plans for the mechanical equipment of the school system. In 1938 he became superintendent of school buildings and last year returned to the office of chief engineer.

► SUPT. MILES KOVARIK, of Schuyler, Neb., has been elected secretary of the school board, to succeed Edward Ache.

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NEWARK SCHOOLS MEET PROBLEMS

The public schools of Newark, Del., during the year 1947-48 aim to take care of present-day problems, and are developing plans for taking care of problems of the future. In this direction, they have organized this year an all-teacher workshop as an in-service training program. Secondary school teachers are working on necessary adjustments of the school program as a follow-up of a high school evaluation which the Middle States Association conducted in 1946.

In the elementary schools group, such problems as a literature program, the use of community resources as part of the program, and a visual aids program have been selected for study. This program will be conducted in co-operation with the education department of the University of Delaware for consultant service, as well as credit, by teachers desiring it. It is planned to bring in outstanding people from the outside.

To meet the needs of the future the board of education, in co-operation with Wilmer E. Shue, superintendent of schools, is preparing plans for

a new elementary school building program. Money for the financing of the program is in the hands of the board and an architect will be employed to prepare the plans and specifications.

GLOUCESTER DEVELOPS LANGUAGE PROGRAM

During the past two years, a committee of elementary and high school teachers at Gloucester, Mass., working under the direction of Supt. Ernest G. Lake, have been working on a curriculum plan for the language arts and social studies for grades 1 through 12. The first publication, one of seven which have been planned, has been completed and placed in the hands of the teachers this fall. The second is in process of being printed and will shortly be ready for use.

As a part of the language program of administration, the school board has created two new positions, a curriculum director, and a counselor for boys. The curriculum director will seek to stimulate professional in-service training, provide for leadership in curriculum revision, co-ordinate the instruction of the 16 elementary schools, the grammar school, and the high school. The boys'

counselor will direct the counseling work in the high school. He will be employed on a 12-month basis.

Some 50 teachers in grades 1 through 12, working under the direction of Dr. W. Linwood Chase and William H. Cartwright, of Boston University, are engaged in developing units of instruction for the social studies. Outlines of subject content and objectives of the social studies were developed during the past year, and introductory units for each grade have been prepared for use during the current school year.

BOARDS OF EDUCATION

► Pittsburgh, Pa. The school board has authorized its business agent to purchase supplies costing less than \$300, without soliciting bids and without public notice. Similarly, the director of plant operation and maintenance is authorized to award contracts for construction, reconstruction, or repairs of any nature where the entire cost or value is \$300 or less without soliciting competitive bids.

► Carlsbad, N. Mex. The school board has prohibited secret societies in the high school. Principals and teachers are required to forbid the wearing of insignia, recognizable clothing, or paraphernalia at school or at school functions.

► Waukesha, Wis. The school board has adopted new rules governing the appointment of elementary principals in the schools. All candidates for principalships must hold a bachelor's degree or six credits in the field of elementary school administration. Incumbents must earn at least 12 credits in school administration within four years.

► Oklahoma City, Okla. The school board has created the position of co-ordinator of health and physical education, to work with parents, doctors, nurses, city and county health agencies in carrying out a complete health education program. He will receive a salary of \$5,000.

► Iowa City, Iowa. The school board has constructed a new football arena in a natural amphitheater east of the high school building. New floodlighting equipment and 1750 bleacher seats have been provided. The former Shrader field will be retained for junior high school activities.

► Winfield, Kans. The school board has voted to allow the use of the high school for community activities during the winter months. The art gallery will be open to club or group meetings afternoons when not in use by school groups. Gallery and library rooms will be open to evening meetings three nights a week. The gymnasium will be open three nights a week for intramural activities of the elementary, junior high, and senior high schools.

► St. Louis, Mo. The school board has announced a five-cent increase in the cost of school lunches, raising the price from 20 to 25 cents. The government subsidy has been reduced from 9 to 7 cents per meal.

► North Attleboro, Mass. The school board has received notice from the Interstate Transit Company that it will seek a 50 per cent increase in bus rates for school children. The company asks that the rates be increased from 3 to 4½ cents.

► Wauwatosa, Wis. The school board has asked the city council for an appropriation of \$2,500 to make certain adjustments in working hours and base wage rates for classified employees for the year 1947.

► Marlboro, Mass. The school board has appointed a committee to investigate the lunchroom. The board will receive bids from local concessions for the operation of the lunchroom.

► Rockford, Ill. The board of education has purchased another site of six acres for a proposed elementary school. This is the fourth site purchased during the past year and completes the proposed site acquisition for the expansion required due to increased enrollments in the schools.

► Kansas City, Mo. The school board has set a price of twenty cents for each plate lunch served in the school lunchrooms during 1947. Formerly the price was 15 cents.

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School Building News

► Lubbock, Tex. The school board has begun the selection of architects and the preparation of plans for two new schools and additions to three other structures. James Atcheson, of Lubbock, and Messrs. Haynes and Kirby, Lubbock, are the architects for these buildings.

► Yucaipa, Calif. The board of trustees of the Yucaipa Joint Union Elementary School District has called an election to vote bonds in the amount of \$105,000 for the construction of a new school. The proposed plant will be an eight-room unit replacing an obsolete 3-room building.

The board has begun a publicity campaign to gain approval of the bonds. This will be carried on through the local newspaper, and through

handbooks to be printed and distributed to the school patrons and the citizens at large. Boyd Lehman, district superintendent of schools, will make short talks to the various clubs and other local organizations telling about the urgent need for additional classroom space.

► Colorado Springs, Colo. During the school year 1946-47 the school board and Supt. Roy J. Wasson made plans for meeting a rapid growth in enrollment caused by an increase in the population and larger increases in the immediate future due to increased birth rates. The board has completed plans for an extensive building program to meet the additional enrollment and a total of \$1,800,000 in bonds has been voted by the citizens to finance the building program. One elementary school is under construction and will be completed in January, 1948. Bids will be received for a second elementary school this fall. In addition, plans are being prepared by the architects for a new unit to increase the capacity

of the North Junior High School, and an addition to the Whittier elementary school.

► Atchison, Kans. The school board expended \$14,400 during the summer for maintenance and repair of school buildings and grounds. An additional \$8,000 was expended in capital outlay for the improvement of buildings.

► Canton, Ill. The school board has approved a new lighting program which seeks to bring all classrooms up to the required standard of 20 to 30 foot-candles. The Kellogg School has been completely rewired and equipped with fluorescent lighting fixtures.

► Pontiac, Mich. The school board has ordered Supt. F. J. DuFrain to begin a survey of the city for the purpose of locating new school areas and for compiling data as to type, size, and kind of location. The school system is faced with growing housing needs and a lack of suitable building facilities.

► Jackson, Tenn. New modern lighting systems have been installed in the junior high school shoprooms. The equipment includes 32 fluorescent lighting fixtures, which are capable of giving 33 foot-candles of light in all parts of the shops.

► Redford, Mich. The school board has begun plans for providing new school building facilities. It is planned to group four neighborhoods as a service area for an intermediate school, and from seven to ten neighborhoods to form a high school area. The board needs 29 schools but lacks the money to carry out an extended program.

► Albuquerque, N. Mex. The school board has voted to proceed with plans for a high school building, to cost \$1,000,000. Architect Louis G. Hesselden has been employed to prepare plans and specifications for the building. Construction work will start early next year.

► Fort Bragg, Calif. Construction work has been started on a new rural school in Rockport. Cal Caulkins is the architect.

► Cromwell, Conn. The school board has received bids for the construction of an elementary school addition, comprising five classrooms, a kitchen-cafeteria, an auditorium-gymnasium, and an administrative unit. The building will be completed at a cost of \$200,000, of which the state fund will furnish \$50,000.

► Glastonbury, Conn. The school board has begun plans for a consolidated school in East Glastonbury. A new addition will be erected at the Griswold Street School.

► A number of new school buildings for white and Negro children are under construction in Mississippi. The work is being financed in part by state aid from a \$3,000,000 appropriation provided by the state legislature in 1946.

► Boston, Mass. The school board has begun plans for the erection of a million-dollar school stadium. The board is receiving suggestions for a suitable site for the structure.

► Valdosta, Ga. Plans and specifications have been prepared for a new homemaking department, to cost \$15,000. The plans provide for two sections of the department: (1) a foods room, and (2) a clothing room, with capacities of 24 pupils each. The foods room will have six complete kitchens, equipped with electrical installations, modern electrical equipment, and built-in cabinets and furniture.

► East Aurora, Ill. Principal John W. Gates, of the senior high school, has obtained through the Federal Works Agency, a fine new machine shop, together with \$100,000 worth of machinery. The shop, erected at government expense, to teach machine trades for veterans, is available during school hours for high school boys. The building also houses an electrical shop for high school boys and electrical apprentices. More than 70 boys have enrolled for this course.

► Charleston, Ill. The school board has begun preliminary plans for a school-building program, to comprise two elementary schools and a senior high school. A formal survey of the school plant is being planned this fall, to be conducted under the supervision of the College of Education of the State University. Members of the school faculty will be invited to help in the survey work.

SCHOOL BUILDING NEWS

► Houston, Tex. A school-building program has been started in the newly formed Lamar District of Fort Bend County. The program which is expected to cost \$1,100,000, includes \$700,000 for a high school building, stadium, gymnasium, and administration unit. Other proposed structures are an elementary school costing \$150,000, several elementary schools costing \$150,000, and a high school for Negro students costing \$100,000. R. G. Schneider, of Houston, is the architect in charge of the plans and specifications.

► Dayton, Ohio. The school board has asked Research Director Richard Foster to begin a budget study and to start plans immediately for a school building survey. The purpose of the survey is to determine the priority of districts to receive new structures. Sam Davis, building committee chairman, has suggested two new buildings a year from the \$400,000 available yearly for permanent improvements.

► Chicago, Ill. Supt. Herold Hunt has rejected a proposal for a tax levy increase next year to provide improvements badly needed in many school buildings. Mr. Hunt pointed out that he would not jeopardize the chances of teachers' salaries being increased. The board has estimated that at least \$10,000,000 would be needed in the 1947-48 budget to carry out an adequate building program.

► Los Angeles, Calif. The school board is meeting the strain on its school system with a building program under way and a slight overload per teacher. The sum of \$75,000,000 has been set for new school construction, with \$10,000,000 earmarked for new schools in 1947.

► San Francisco, Calif. The voters will shortly be asked to approve a school-bond issue of \$28,500,000 for new school buildings.

► Wausau, Wis. The school board has employed a committee of experts to make an appraisal of the school buildings and equipment. The findings will be used as a basis for setting up a more accurate insurance and long-term building-improvement program.

► Pasadena, Tex. The school board has approved preliminary sketches for a 20-room elementary school, in South Pasadena, to cost \$250,000. Plans have been started for a gymnasium at the south Houston Junior High School, and a school football stadium for the South Pasadena High School.

► Phoenix, Ariz. Bids have been received for the construction of an administration building at Phoenix College.

► Cincinnati, Ohio. The school board has accepted the plans proposed for the new Central Vocational High School, to cost a total of \$4,718,000.

► Hawkinsville, Ga. The school board has begun plans for a school gymnasium, to cost \$50,000.

► Fort Pierce, Fla. The school board has completed the construction of 16 temporary classrooms to take care of a large increase in enrollment. The cost of the construction was \$41,000. In addition, new dressing and shower facilities were provided at one large high school, at a cost of about \$16,000.

► Birmingham, Mich. During the school year 1946-47, the school board was allowed to transfer \$85,000 from the general fund to the deferred maintenance and capital outlay fund, which covers certain substantial contracts awarded and contemplated to provide new building facilities and to keep the existing buildings in a reasonable state of repair.

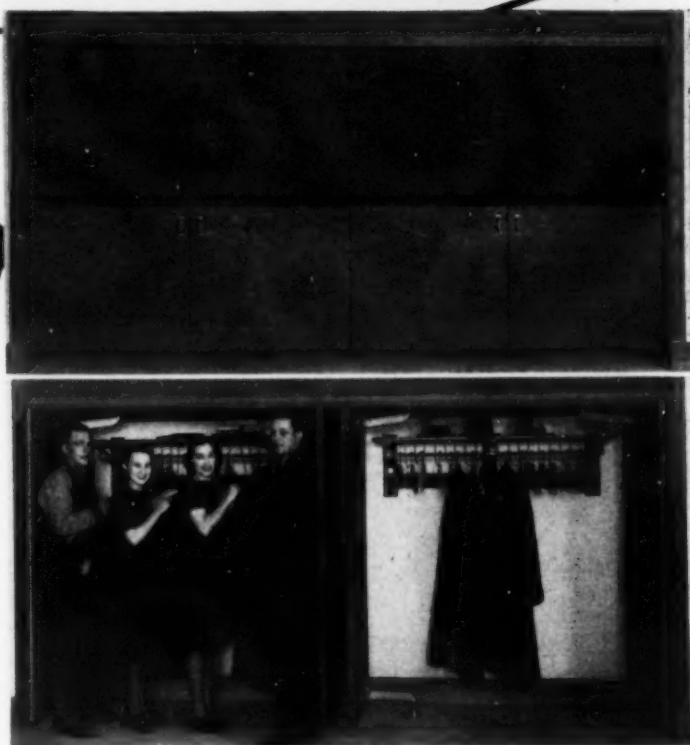
The board has erected a new bus garage and has provided landscaping to make the building attractive in the neighborhood. The cost of the building, including an initial cost for the contractor's services, was \$50,000. The board chose to conform to the zoning ordinance and to increase the cost of the building project, rather than to exercise its right to eminent domain without an additional cost. The extra costs were incurred by the contractor in architectural

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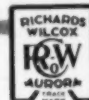
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changes involved in transferring the project to another site, and to other incidental costs.

COMING CONVENTIONS

Oct. 27-Nov. 5. National Conference on Rural Education of the National Council of Chief State School Officials, at Ann Arbor, Mich. Headquarters, Michigan Union. Cyril O. Houle, director of the conference, University College, University of Chicago.

Nov. 7. North Carolina Education Association (southeastern district), at Fayetteville.

Nov. 14. North Carolina Education Association (north central district), at Raleigh.

Nov. 16-17. Illinois Association of School Administrators at Chicago, Ill. P. F. Shafer, Macomb. Headquarters, Congress Hotel.

Nov. 17-19. Great Lakes Conference on Rural Life and Education, N.E.A. Department of Rural Education, at Chicago.

Nov. 21. North Carolina Education Association (northeastern district), at Greenville. Exhibits. John G. Bikle, Box 350, Raleigh, N. C.

Nov. 27-29. Annual meeting of the National Council of Social Studies at St. Louis, Mo. Headquarters, Jefferson Hotel. Merrill F. Hartshorn, Washington, D. C.

Nov. 28-29. Middle States Association of Colleges and Secondary Schools, at Atlantic City, N. J. Headquarters, Chalfonte-Haddon Hall. Karl G. Miller, University of Pennsylvania, Philadelphia, secretary.

Dec. 4. Indiana Town and City School Administrators' Association, at Indianapolis.

Dec. 28-29. Southeast Regional Conference, N.E.A. Department of Classroom Teachers, at Atlanta, Ga.

Dec. 28-30. Illinois Education Association, at Peoria, Ill. I. F. Pearson, Springfield.

Dec. 29-31. Modern Language Association of America, at Detroit, Mich. Headquarters, Statler Hotel.

Feb. 15-18. Association for Supervision and Curriculum Development, at Cincinnati, Ohio.

Feb. 21-25. National Association of Secondary School Principals, N.E.A., at Atlantic City, N. J.

Feb. 21-26. American Association of School Administrators, at Atlantic City.

Feb. 25-27. Annual Conference of Adult Education, at Atlantic City.

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LIVE TEDDY BEARS. The cute antics of the strange little Australian bear (Koala) delight small pupils while greatly extending their scope of interest and understanding. Related films you should own: Elephants; Animals of the Zoo; Black Bear Twins; Adventures of Bunny Rabbit; Gray Squirrel; Goats; Horse; Three Little Kittens.



DRAWING WITH A PENCIL. The eminent artist, Kautsky, after making preliminary sketches, selects his preference and completes a charming drawing of a shingle-and-stone lodge. Related films for your library: The Making of a Mural; Pointing Reflections in Water; Brush Techniques; Pottery Making; Plastic Art; Modern Lithographer.

*Color films.

THE BROWNING SALARY SCHEDULE

In April, 1947, the board of education of School District No. 9, Browning, Mont., adopted what is known as the Montana Education Association State Salary Schedule. The salaries are based on teaching experience and professional training. Graduated increments are provided, with the largest amounts going to those holding degrees. Teachers with two years training will start at \$2,100 and receive increments of \$60 up to \$2,700 in the tenth year; those with 2 years and 1 quarter training start at \$2,150 and go to \$2,750; those with 2 years and 2 quarters start at \$2,200 and go to \$2,800. Those with 3 years' training begin at \$2,325 and receive increments of \$75 up to \$3,000 in the tenth year; those with 3 years and 1 quarter start at \$2,300 and go to \$3,050; and those with 3 years and 2 quarters' training start at \$2,350 and go to \$3,100 in the tenth

year. Teachers in the third group holding a B.A. degree start at \$2,400 and receive increments of \$90 up to \$3,480 in the twelfth year; those with a B.A. degree and 1 quarter training begin at \$2,450 and go to \$3,530 in the twelfth year; those with a B.A. degree and 2 quarters' training begin at \$2,500 and go to \$3,580. Teachers with an M.A. degree start at \$2,550 and receive increments of \$105 up to \$4,125 in the fifteenth year.

Under the rules, the bachelor's degree must be presented before the fourth-year training increment is earned, and the master's degree before the fifth-year training increment is obtained. One half year is credited for experience in other schools. Sick leave of two weeks or ten days is allowed during any year upon a certificate of health doctor stating the teacher's inability to teach during illness. Teachers in charge of band and athletic activities are allowed an additional \$100 a year above their regular salary.

School Law

► Attorney General Fred S. LeBlanc, of Louisiana, in an opinion given to Supt. J. S. Pitcher, of Minden, has ruled that a principal who accepts a transfer to a teaching position loses all tenure rights as a principal, and his salary must be determined solely by the duties and salary of a teacher.

► The attorney general of Texas has ruled that, under the state minimum salary bill, school boards must pay Negro and white teachers alike. The State Department of Education had refused to approve salary scales for Texarkana schools because Negro teachers were paid less than white teachers.

► The Mississippi legislature, at its 1946 session, passed a law prohibiting fraternities, sororities, and secret societies in the high schools and junior colleges of the state. It also passed Bill No. 513, which calls for the reorganization of the State Department of Education. The Department of Education, as reorganized, comprises six divisions: administration and finance; instruction; school building service and transportation; vocational education; vocational rehabilitation; and crippled children's service. A director is in charge of each division, and the State Department of Education and State Board of Health jointly control the Division of School Health Service.

► The Circuit Court of Jefferson County, Ala., has ruled that the county board of education and Supt. John E. Bryan acted within the law in dismissing a Negro teacher for insubordination and neglect of duty. A three-day hearing had been held in the case in which the teacher had sought a mandamus. The superintendent presented certain records which showed that unfavorable reports had been made against the teacher as early as April, 1943.

► The Iowa Supreme Court, on October 14, rendered a decision, ruling that children attending private or parochial schools cannot be transported in public school buses. The opinion written by Justice Oscar Hale, of Wapello, held that public schools which do furnish transportation for private school children will not be eligible for funds under the state's two million dollar school-bus aid program. The decision was given in the case of the Silver Lake Consolidated School District of Palo Alto County.

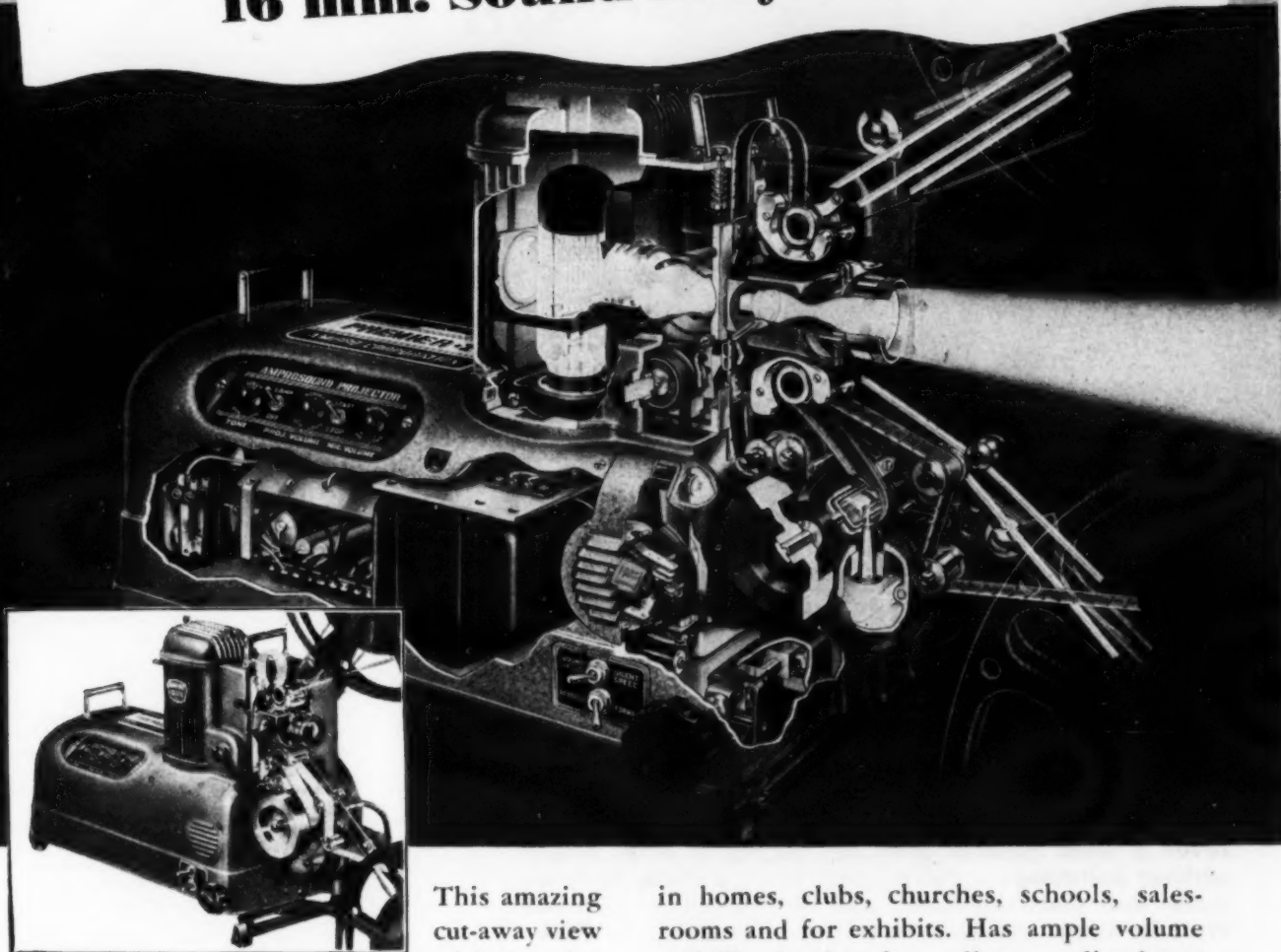
"We believe the school laws of the state concern only public schools unless otherwise expressly indicated," the Supreme court said. The opinion then cited some cases where other than public schools are expressly indicated in the statutes.

"To place private schools upon the same basis as the public schools would open up a system of control of such private schools as would tend to authorize the management and government of those schools by the state—a result in no way sought either by those in control of the public schools or of the private schools."

► The United States District Court at Birmingham, Ala., has ordered the reinstatement of a Negro teacher discharged by the Jefferson County, Ala., county board of education. Ruby Jackson Gainer, the teacher, who taught last year at Prace School, was discharged for alleged insubordination, neglect of duty, and other causes. She charged that the board had dismissed her for personal reasons, growing out of a suit brought by her against the board for discrimination in salary paid white and Negro teachers.

► The Circuit Court of Bell County, Ky., has ruled that the Middlesboro school board had no right to enter into a lease agreement for the use of its athletic field for private baseball games. The board, it was pointed out, may not lease property which it uses in order to derive revenue. Such property may be used for public assemblies of an educational or religious nature.

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School Business Executives

Financing Public Education

Timon Covert. Paper, 18 pp., 10 cents. Bulletin No. 78, 1947, of the U. S. Office of Education. Published by U. S. Government Printing Office, Washington 25, D. C.

In this study of the financing of education, the author presents the general features of a satisfactory state plan, and reviews some significant historical steps in the development of state plans now in effect. As a result of his study, Mr. Covert believes that three steps must be taken for the solution of the financing problem: these are: (1) the establishment of efficient and economical units for local school administration; (2) the establishment of a foundation education program for all children of the state; (3) provision for the use of state funds adequate to pay the entire cost as defined by law of the foundation program. Another suggestion is a proposal calling for a much

simpler plan of complete state support of a foundation program.

Public School Building Needs in Newark, Ohio

By W. R. Flesher, E. B. Sessions, Burvil H. Glenn, E. D. Jarvis, and T. C. Holv. Paper, 95 pp. Published by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

Newark, county seat of Licking County, which lies slightly east of the geographical center of Ohio and fifty miles from its population center, has approximately 36,000 inhabitants. It is growing, and is engaged vigorously in the manufacture of stoves, tires, glassware, fiber, and chemicals. The 6-3-3 plan of organization is in use. Grades 1 through 6 are housed in separate buildings; grades 7 through 9 constitute the junior high school with work arranged on the departmental plan; grades 10 through twelve are housed separately in one school center. A study of the population and birth rates indicates that the enrollment for grades 1 through 6 will increase gradually until 1952-53 and then decline until 1961-62. In the junior high school grades, the enrollment for the first five years will be below the current enrollment, and will then increase until 1955-56. The enrollment in grades

10 through 12 will be below that of the current year for nine years of the predicted period, with the peak enrollment in 1956-57 when it will reach a total of 760 more than in 1946-47.

The present school plant consists of 15 elementary school centers, four junior high school centers, and one senior high school center. Elementary school pupils are enrolled in three of the junior high school buildings so that there are actually 17 public school buildings. The building recommendations based on actual needs are intended to avoid overbuilding and to allow for the best possible utilization of existing plants. For five of the elementary buildings it is recommended that auditoriums or combination auditorium-gymnasiums be provided. Five elementary buildings are recommended for demolition because they are exceedingly old and obsolete. Only two new elementary buildings are recommended for construction. The junior high school buildings and the senior high school, which are rated "good," require remodeling and additions to shops, etc. It is expected that the entire plan of bringing the plant up-to-date will involve an expenditure of \$1,118,000, which is readily within the bonding ability and the tax ability of the community.

School Lighting: A Bibliography of Available Literature

Compiled by School Lighting Committee, Paper, 2 pp. Published by the Lighting Bureau of Electric Institute of Boston, Inc., 80 Boylston St., Boston 16, Mass.

This bibliography provides authoritative material on the lighting of school classrooms and related areas, embracing the subject in a variety of aspects, and including the latest in educational literature on the subject. The material includes articles on daylight illumination and natural light, as well as fluorescent lighting, and lighting for shops and special rooms. Some of the articles appeared previously in the AMERICAN SCHOOL BOARD JOURNAL.

Report of the Committee on Fire Prevention Education

Paper, 29 pp., 10 cents. Compiled under the direction of Dr. H. C. Byrd, chairman of the committee. Issued by the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

While the report is an approach to the problem in the field of academic education, emphasis is placed upon the importance of adult education as applied to commerce and industry. The discussion explores ways and means of intensifying instruction in basic fire prevention at all levels of education and in all types of schools. Special stress is laid on providing a continuous program applying to the particular hazards of each season, rather than sporadic outbreaks that occur only during fire prevention and cleanup weeks. The suggestions for administrative implementation are especially useful.

The American School and University, 1947-48

Nineteenth Annual Edition. Cloth, 651 pp., \$4. American School Publishing Corporation, New York 16, N. Y.

This yearbook of school buildings and grounds, now in its nineteenth edition, offers a wide variety of information on the design, construction, equipment, and maintenance of school buildings and educational institutions throughout the United States. Its editorial section contains recent and basic materials on present thought on the school and college plant. The text and illustrations furnish architects and engineers with suggestions for advanced school plant design. A classified list of manufacturers provides aid to those responsible for the selection of equipment and supplies. The Manufacturers' Catalog Section brings together an organized presentation of products available for the educational plant. The Cumulative Indexes provide a comprehensive bibliography on the educational plant. The entire volume makes available to school and college administrators and their boards information, analyzed and evaluated, on many phases of planning and designing educational plants.

How to Win Votes For

Paper, \$1. Published by the Ohio Educational Association, 213 E. Broad St., Columbus 15, Ohio.

A manual on school campaigns, covering the planning, organizing, and promotion phases of levy and bond-issue campaigns. It includes suggested procedures for organizing committees, securing endorsements, setting up speakers' bureaus, and conducting promotion techniques through advertising, radio, publicity, and special events. Included in the manual are illustrations taken from the OEA campaign kit, including 14 pieces of art work, three covers, four major illustrations, and three cartoons.

WAR SURPLUSES

The War Assets Administration is anxious to wind up its affairs by July 1, 1948, and is offering without charge, or at bargain prices, a vast amount of surplus materials, including such school items as desks, pencils, drafting instruments, tables, chairs, and other items. A special offer is made of millions of dollars' worth of electronic instruments and equipment suitable for use in science departments of colleges and high schools.

School authorities should without fail make contact with their regional War Assets Administration Office.

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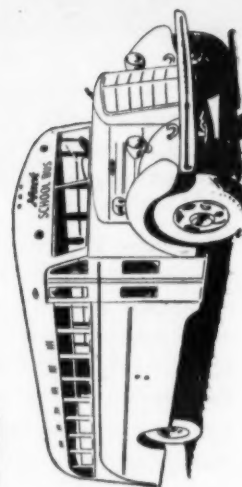
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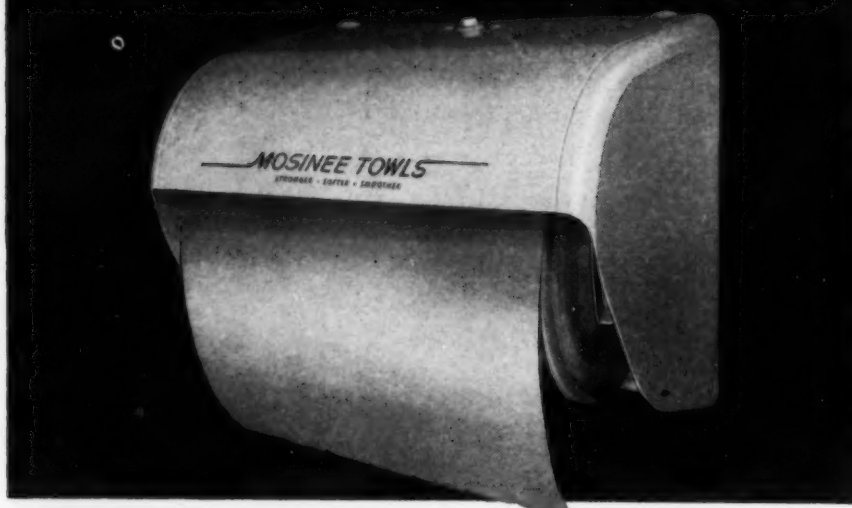
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ROCKFORD SALARY SCHEDULE

The board of education of Rockford, Ill., upon the recommendation of Supt. Selmer H. Berg, has adopted a salary schedule for 1947-48. The schedule which includes teachers, elementary principals, and supervisors, was approved after a study covering more than a year by a committee comprising representatives from the education association, the federation of teachers, and the educational committee of the board.

Teachers' Salaries

The schedule for teachers is based on training semester hours and years of experience. Teachers having completed 60 semester hours of undergraduate work will begin at \$2,000 and go to \$2,900 in the ninth year; those with 70 hours' work at \$2,050 and go to \$2,950; those with 80 hours' work at \$2,100 and go to \$3,000; those with 90 hours' work at \$2,150 and go to \$3,050; those with 100 hours' work at \$2,200 and go to

\$3,150; and those with 110 hours at \$2,250 and go to \$3,300.

Teachers in the graduate group, holding a B.A. degree and having completed 120 hours' work begin at \$2,400 and go to \$3,900; those with 130 hours' work at \$2,450 and go to \$3,950; and those with 140 hours' work at \$2,500 and go to \$4,000. Teachers holding an M.A. degree and having completed 150 hours' work begin at \$2,600 and go to \$4,200; those with 160 hours' work at \$2,650 and go to \$4,250; those with 170 hours' work at \$2,700 and go to \$4,300; and those with 180 hours at \$2,800 and go to \$4,400. Teachers with experience outside of Rockford will be given full credit up to two years. From two years to 18 years, credit will be given for one half the number of years' teaching experience plus one year. No credit will be given for more than ten years. Teachers not holding a master's degree must attend an approved college or university at least six weeks once in each five years.

Teachers with a master's degree may substitute workshops, conferences, or travel. The time spent in conference, workshop, or travel must be equivalent to the six weeks' requirement of summer school.

Elementary Principals and Supervisors

Principals and supervisors in the undergraduate group having completed 120 semester hours' work will begin at \$4,000 and go to \$4,800 in the fifth year. In the graduate group, those holding a B.A. degree will begin at \$4,300 and go to \$4,900 in the fifth year; those holding an M.A. degree will begin at \$4,500 and go to \$5,400 in the seventh year.

PUEBLO SALARY SCHEDULE

The board of education of Pueblo, Colo., at the suggestion of Assistant Supt. Paul L. Kirk, has adopted a new salary schedule providing new minimum and maximum salaries and annual salary increments for all teachers, principals, and co-ordinators who have not reached the maximum.

Under the schedule, emergency teachers without experience will begin at \$1,600, and will advance to \$1,800 after four years' experience. Teachers with a state certificate but holding no degree will begin at \$2,000 and go to \$2,600. Teachers with a B.A. degree will start at \$2,400 and go to \$3,200. Those holding an M.A. degree will begin at \$2,500 and go to \$3,400.

WAUKEGAN TEACHERS ENGAGE IN WORKSHOP PROGRAM

The teachers of the Waukegan City School District No. 61 at Waukegan, Ill., during the last week in August, participated in a workshop program, when they met in their respective schools with their principals, for study and discussion of the Superintendent's Manual. All members of the staff, including the special teachers, and school nurses, attended the meetings.

The program covered four days. On the first day, the staff listened to an explanation of the I.E.A. plan for hospital care, presented by Mr. Crew and Mrs. Thrasher, of Springfield. On Tuesday, Dr. Douglas F. Parry, of the University of Wisconsin, spoke to the group on "Child Development." The afternoon was devoted to work on the details of a program for evaluating the work of teachers. On Wednesday, Dr. E. T. McSwain, of Northwestern University, discussed the teaching of mathematics in the elementary schools. In the afternoon the teachers worked out their schedules of meetings for the year, decided on the subjects to be studied, and planned their programs. On Thursday, Dr. Donald Douglas talked on "The Health Program," and O. L. Detwiler described the visual-education program. In the afternoon a conducted tour of Waukegan was enjoyed by the new teachers and others interested.

On Friday, the entire day was left free so that teachers might spend the day in their rooms, getting ready for the opening school day.

The week's program gave the teachers excellent opportunity for getting acquainted with one another and with the school system. There are ten schools widely scattered over the city and the teachers have few opportunities during the year to get together. The workshop gave the teachers opportunity to mingle in a more or less social way for one whole week. It offered teachers a better opportunity to work and study together professionally and gave them an opportunity to spend some time in their classrooms, organizing their books and teaching material before the opening day. It proved an excellent opportunity for building and improving morale. Finally, it provided the smoothest, easiest opening of a school term that they had seen.

DR. ENGELHARDT TO EXTEND HIS WORK

Associate Supt. N. L. Engelhardt, head of the Division of Housing of the New York City board of education, in announcing his retirement from the position on November 1, has announced that he will devote his time to serving as a school building consultant to school systems throughout the country.

THE COMMUNITY TEACHES THIS COURSE

(Concluded from page 45)

book by one of our pupils. The only study assignment each week was the preparation of one question concerning the film or the talk.

To supplement the talks and films we had discussions on how to apply for a job, the meaning and importance of Social Security, Workmen's Compensation, and Unemployment Compensation. The children were much impressed by the argument of the director of the Rhode Island Employment Service on the need for high school education. Nor have we failed to consider the importance of a college education. One of the most interesting sessions included a film about college life, followed by a long question period about college credits; social, athletic, and academic life at a university; tuition costs and other expenses; and high school preparation. So prolonged was the discussion that a second period was necessary to satisfy the questioning minds of the pupils.

It is too early to know the value of this course. There are some immediate results. All of the children do realize the value of a high school education, though this realization has not prevented dropouts. These we attribute to a lack of parent interest, not pupil desire. One girl tearfully came into my office to tell me: "Oh, I do so want to stay, but my parents say I must quit." Have we wasted our time with that girl? I think not. She knows what her parents will not admit—that an education is priceless. Her children will probably get the opportunity that narrow-mindedness has deprived her of. Even more important, she has an understanding of the world of work; no one can limit her horizon to the occupation of the farmer, the housewife, and the millworker.

TEACHERS' ETHICS

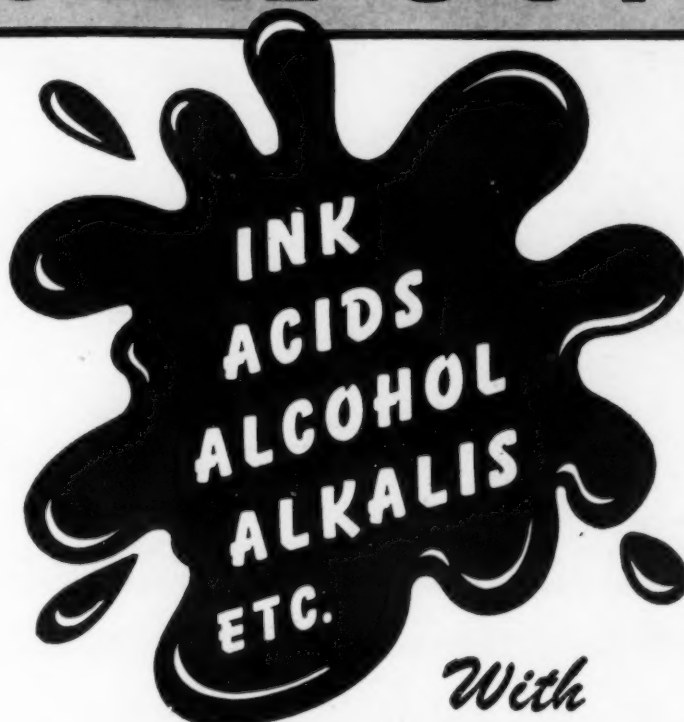
The latest report of the N.E.A. Committee on Professional Ethics includes no less than 26 compilations by various teachers' groups, by groups of school board members, and by other professional and business organizations. It is rather interesting and a bit disturbing that so much space is given in the statements by teachers that is negative, that represents the teachers' classroom habit of forbidding this, that, and the other thing. The N.E.A.'s own code and the codes of the California School Trustees, and of the Minnesota school board members are positive and constructive, and seek to build up a highly professional and moral standard of action for the welfare of the schools and of education. Possibly the only fault to be found in these three later codes is the lack of consideration for the children as a complete human being with a moral and spiritual design and with basic instincts for complete living.

MICHIGAN ESTABLISHES COUNTY BOARDS

The general administration of rural schools in Michigan was taken over, August 4, by county boards of education of five members each. Under the new school law, each county in the state having a population in excess of 15,000 will be a single school district; counties of less than 15,000 will come under the act by the joining of two counties in one school district. The new boards will be elected by a vote of the secretaries of all boards of education of graded, township, and rural agricultural school districts.

The law abolishes the office of county school commissioner and creates the office of county superintendent of schools. The new official will serve a term of four years; he will be the executive secretary of the county board of education and will supervise the work of all assistants and other employees of the county boards of educa-

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tion. It will be his duty to see that all educational directives of the state and of the county board of education are put into effect.

The new boards will check delinquent taxes, will have jurisdiction over the organization and alteration of rural school district boundary lines, approve the purchase of library books and instructional equipment in districts which do not employ a superintendent, map-in country school districts, take the annual school census, and, upon request of a district, furnish advisory service to any district employing a superintendent.

SCHOOL BUILDING CONSTRUCTION

During the month of September, 1947, contracts were let for the erection of 8 school buildings in the 11 states west of the Rocky Mountains. The estimated cost of the buildings was \$1,788,023. During the same period, 14 school-building projects were reported in preliminary stages, to cost an estimated \$4,250,800.

During the month of August, 1947, Dodge reported 384 contracts let for new school buildings in 37 states east of the Rocky Mountains, to cost \$47,371,000.

SCHOOL BONDS

During the month of September, 1947, school bonds in the amount of \$10,147,002 were sold in the United States. The largest amounts issued were in Texas, \$3,216,000; and in Ohio, \$1,085,000. The average yield at the end of the month was 1.82 per cent.

During the month, short-term paper and re-funding bonds were reported, in the amount of \$94,338.

► H. V. COOPER, of Vicksburg, Miss., has been elected president of the Mississippi Education Association for 1947-48.

► JAMES L. SNELL, Fort Bragg, Calif., has been re-elected for a new four-year term, at a considerable increase in salary.

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mentary and secondary school principals, teachers, local government officials, fire departments, and other fire-fighting agencies, parents, service clubs, youth-serving agencies, elementary and high school pupils, business and industrial organizations, and others have a part in a program of education for fire prevention."

COUNCIL REAFFIRMS STANDARDS

(Concluded from page 45)

into practical effect. Its reports and guides have been widely acclaimed.

The Council agreed to ask the U. S. Office of Standards and the various professional and commercial groups interested to make studies for replacing the present school furniture brown finishes on desks and the dark green on lockers and to substitute the new blond furniture finishes and in general very much lighter colors on school furniture, lockers, built-in equipment, and machinery. The immediate purpose is to increase the light reflective qualities of schoolrooms and to reduce costs. A committee was appointed to consider the revision of standard locker sizes.

The council elected as its officers for 1947-48: president, Charles Bursch, chief of the Division of Schoolhouse Planning, California State Department of Education, Sacramento, Calif.; vice-president, James L. Graham, director of the Division of Administration and Finance, Tallahassee, Fla.; secretary-treasurer, W. D. McClurkin, professor of School Administration, Peabody College, Nashville, Tenn.; member of the Executive Committee, Guy E. Wiley, chief, Bureau of Buildings and Grounds, Milwaukee, Wis.

The next meeting will be held in Chicago.

PERSONAL NEWS OF SUPERINTENDENTS

► CHARLES WEHRER, of Norfolk, Neb., has taken the superintendency at Wood Lake.

► HARRY G. KNUDSON, of Elkhorn, Wis., has accepted the superintendency at New London. He succeeds C. P. Larson.

► CHARLES L. FOX has been appointed acting superintendent at Springfield, Ohio.

► J. K. POWELL, formerly principal of the high school at Harrodsburg, Ky., has been elected superintendent of schools.

► PAUL BASLER has taken the superintendency at Beemer, Neb.

► HAROLD V. MARSHALL, of Missouri Valley, Iowa, has accepted the superintendency at Menlo.

► HAMILTON VASEY, of Blairsburg, Iowa, has assumed his duties as superintendent at Independence. He succeeds L. H. Shepoiser, who has gone to Mason City.

► K. E. BRYANT has taken the superintendency at Kamrar, Iowa.

► HENRY HOLVEN, of Sioux Falls, S. Dak., has taken the superintendency at Hetland.

► FOSTER MITCHELL is the new superintendent at Ashley, Mich.

► SUPT. THOMAS P. KRAKKER, of Peck, Mich., has received a master of arts degree from the State University.

► JOHN H. SPRINGMAN, of Birmingham, Mich., has taken the position of assistant superintendent at Glenview, Ill.

► New administrators have been appointed by the board of education at Cincinnati, Ohio. Miss RUTH A. HARGITT was appointed director of special education; CHARLES H. WILSON, supervisor of high school subjects; DR. ALTHEA BERRY, supervisor of kindergarten and primary grades; and MERRILL B. VAN PELT, supervisor of music.

► J. M. TUBB has been elected State Superintendent of Public Instruction for Mississippi for a full term of four years. He succeeds J. S. Vandiver.

► SUPT. T. C. BIRD, of Santa Fe, N. Mex., has been re-elected for a three-year term, with an increase of \$2,000 in salary.

► DAVID M. ROBISON, of Cumberland, Tenn., has accepted the superintendency at Lebanon, where he succeeds W. J. Baird.

► WALLACE C. CAMERON, of Gladstone, Mich., has been reappointed head of the state committee on health, physical education, and camping.

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DISCRIMINATION IN EDUCATION

(Concluded from page 22)

Myrdal's contention squares with that of the CIO, that "What is needed is an education which makes the Negro child adaptable to and movable in the American culture at large. . . . And he needs it more than the white child, because life will be more difficult for him. . . . The American nation will not have peace with its conscience until inequality is stamped out, and the principle of public education is realized universally."

SOURCES

Gunnar Myrdal, "The American Dilemma," Vol. 1, pp. 318-320; Vol. 2, pp. 879-908, 942-952.
"The Negro Handbook" (1946-47), pp. 129-153.

Statistical circular tables, SRS-41.0-026, Federal Security Agency, U. S. Office of Education.

Testimony before Congress in hearings on federal aid to education, 1946, pp. 122-126, 270-283, 293-294, 323-356, 483-500, 545-546, 608-612, 663-664.

Brief No. 32756 in Okla. Supreme Court appeal, in Law School case, pp. 9-17.

FIRE PREVENTION IN EDUCATION

(Concluded from page 32)

sibility of the board of education. "The superintendent of schools as the executive officer for the board is the key person in the community who must be depended upon for the initiation and development of a program of education for fire prevention. He deals with a large number of agencies and people in this process of initiation and development. Besides the local board of education, the ele-